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ABSTRACT

This prevocational exploration curriculum is designed to provide occupational information and hands-on experiences pertaining to fine arts and humanities occupations to ninth and tenth grade students. The curriculum consists of 45 learning pacs, 43 of which each cover one job title. Information for each job title in a learning pac is provided in this format: career information (job title, duties, where employed, employment outlook, education and training, special qualifications, earnings and additional benefits, working conditions/lifestyles), occupational cluster, occupational family, representative job titles, occupational cluster, occupational competencies, resources needed to complete the pac, a list of learning objectives, a list of learning activities, evaluation procedures, student information sheets, and worksheets. The first and last learning pacs (an introduction and a culminating/review lesson) do not include career information. The job titles are organized into five units: visual arts (cartoonist, floral designer, jeweler, photographer, art teacher), literary arts (book editor, lexicographer), performing arts (instrumental musician, singer, dancer), technical arts (calligrapher, candlemaker, taxidermist), and humanities (historian and museum technician). Fifteen of the job titles are suggested for inclusion in a core curriculum. (YLB)

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Competency Based Curriculum
for
Prevocational Exploration
Fine Arts and Humanities

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based Prevocational Exploration Fine Arts and Humanities curriculum was developed under contract for West Virginia. The effort was coordinated by staff of the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This document is organized into five units: Visual Arts, Literary Arts, Performing Arts, Technical Arts and Humanities. The units and the job titles are listed in the Table of Contents.

The competency based Prevocational Exploration Fine Arts and Humanities curriculum was disseminated to West Virginia career education instructors at inservices conducted in the fall and winter of 1982. Additional copies of this curriculum are available from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: (304) 372-8673 or
Toll-free 1-800-642-2670 (in-state)

We trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

INTRODUCTION

The prevocational exploration program is designed to provide occupational information and hands-on experiences pertaining to occupations to ninth and tenth grade students. The program consists of a guidance component and four occupational laboratories. The four laboratories include Business, Environmental, Industrial, and Service.

The forty-five learning pacs have been designed, written, and organized to facilitate use by teachers and students while exploring occupations in the Industrial Occupations Laboratory. These experiential learning pacs contained in this guide are being presented in a fashion which, hopefully, will encourage rather than discourage teachers and students in their occupational exploration efforts. The intent of the learning pacs is to assist students in assessing whether or not they would like to prepare themselves for involvement in an occupation pertaining to the field of fine arts and humanities.

In order to provide variety, some of the learning pacs may be used as an individualized approach to learning, while some may be more meaningful if implemented in a more traditional classroom setting.

ACKNOWLEDGEMENTS

Special acknowledgement is extended to the following individuals who made contributions in the development of the Fine Arts and Humanities Curriculum.

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St. Albans, West Virginia

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Baker, West Virginia

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Student, Pineville Jr. High School
Pineville, West Virginia

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Industrial Occupations Prevocational
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Gauley Bridge, West Virginia

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Artist
St. Albans, West Virginia

Debbie Basham
Typist
Huntington, West Virginia

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Charleston, West Virginia

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Marshall University
Huntington, West Virginia

Paul Richter
Diamond Consultant
Gordon's Jewelers
Morgantown, West Virginia

Frances Swepston
Art Student (Leisure time)
Huntington, West Virginia

CORE CURRICULUM IDENTIFICATION

The following learning pacs have been identified as core curriculum for Fine Arts and Humanities Cluster. All students within the Industrial Occupations Laboratory should be exposed to these learning pacs.

Fine Arts and Humanities Cluster Core Curriculum

Cartoonist	28
Floral Designer	61
Jeweler	69
Photographer	84
Teacher, Art	103
Editor, Book	110
Lexicographer	138
Musician, Instrumental	201
Singer	217
Dancer	237
Calligrapher	262
Candlemaker	269
Taxidermist	282
Historian	299
Museum Technician	312

NOTE: A student survey instrument is available to measure the effectiveness of the identified core curriculum. For additional information regarding the survey contact the prevocational exploration staff in the Occupational, Adult, and Safety Education Department at Marshall University.

TABLE OF CONTENTS

Introduction
Acknowledgements
Core Curriculum Identification

Introductory Lesson	1
-------------------------------	---

VISUAL ARTS

Art Director	10
Artists	17
*Cartoonist	28
Commercial Designer	34
Creative Director	40
Merchandise Displayer	49
Fashion Artist	53
*Floral Designer	61
*Jeweler	69
Models	78
*Photographer	84
Sculptor	93
Set Designer	99
*Teacher, Art	103

LITERARY ARTS

*Editor, Book	110
Editor, Film	123
Editor, Publications	129
*Lexicographer	138
Playwright	154
Producer (Motion Picture)	164

PERFORMING ARTS

Actor/Actress	172
Choral Director	185
Composer	191
Conductor, Orchestra	195
*Musician, Instrumental	201
Piano Tuner	207
*Singer	217
Teacher, Music	224
Choreographer	231
*Dancer	237
Instructor, Dancing	244

TECHNICAL ARTS

Airbrush Artist	250
Art Conservator	256
*Calligrapher	262
*Candlemaker	269
Paintings Restorer	275
*Taxidermist	282

HUMANITIES

Anthropologist	290
Archeologist	294
*Historian	299
Museum Curator	304
*Museum Technician	312
Sociologists	318

Culminating Lesson	326
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INDUSTRIAL OCCUPATIONS
(Introductory Lesson)

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILIES

AND

REPRESENTATIVE JOB TITLES:

Visual Arts

Cartoonist
Floral Designer
Jeweler
Photographers
Teacher, Art

Technical Arts

Calligrapher
Candlemaker
Taxidermist

Literary Arts

Editor, Book
Lexicographer

Performing Arts

Musician,
Instrumental
Singer
Dancer

Humanities

Historian
Museum Technician

OCCUPATIONAL TASK: Exploring occupations in Fine Arts and Humanities

OCCUPATIONAL COMPETENCY: Identifying occupational families and related occupations



RESOURCES and/or MATERIALS

1. Information Sheet
2. Activity Sheet A
3. Activity Sheet B
4. Student Attitude Sheets

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Identify occupational families and representative job titles listed under the Fine Arts and Humanities Cluster.
2. Create a style of lettering using an occupational title.

LEARNING ACTIVITIES

1. Read the Information Sheet.
2. Alphabetize Activity Sheet A. The teacher may choose to divide the class into five groups and have each group alphabetize one occupational family.
3. Choose an occupational title from Activity Sheet A and draw the name in a manner that helps to illustrate something about the work involved. See Activity Sheet B for example.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Alphabetizing an assigned occupational family of listed occupations.
2. Completing and submitting to the teacher a creative drawing of an occupational title.
3. Completing the Student Attitude Sheet.

INFORMATION SHEET

The Fine Arts and Humanities Cluster has many exciting occupations which help to bring a variety of color and entertainment into our lives. Albums, poems, novels, posters, and TV are examples of some we may discover as we examine the broad field of fine arts and humanities.

Think about it. Someone designed the clothes you are wearing, the school you are attending, the covers of your books, and the labels on canned fruits and vegetables in grocery stores. The colorful world in which we live and enjoy is largely the way it is today because of the many contributions of persons employed in occupations represented in the Fine Arts and Humanities Cluster.

Various authors state a number of different, informed opinions about how fine arts and humanities should be defined. For the purposes of this curriculum, it is suggested that the broader view encompassing both "practical" arts and the "art for art's sake" be included in defining fine arts. Humanities are concerned with the social, moral, and aesthetic values of a culture. Examples of occupations in both these areas are listed on Activity Sheet A of this lesson plan.

ACTIVITY SHEET A

Alphabetize the occupations listed under each career family.

Literary Arts

Story Editor
Editor, Department
Interpreter
Lyricist
Producer, Assistant
Editor, News
Writer, Prose, Fiction, and Nonfiction
Poet
Librarian
Editor, Publications
Producer (Motion Picture)
Editor, Greeting Card
Editorial Assistant
Communications Technician
Editor, Book
Sound Cutter (Motion Picture)
Editor Film
Playwright

Performing Arts

Dramatic Coach
Musician Instrumental
Actor/Actress
Singer
Conductor, Orchestra
Teacher, Music
Choral Director
Dancer
Piano Tuner
Teacher, Drama
Music Director
Choreographer
Instructor, Dancing
Composer
Director Stage

Technical Arts

Candlemaker
Painting Restorer
Art Conservator
Candle Cutter
Letterer
Airbrush Artist
Taxidermist
Calligrapher

ACTIVITY SHEET A (continued)

Conservation Technician
Candle Molder, Hand
Music Grapher

Visual Arts

Set Designer
Model, Artist
Interior Designer
Photographers
Sculptor
Graphic Designer
Model, Photographer
Gemologist
Supervisor, Scenic Arts
Photojournalist
Illustrator
Floral Designer
Printmaker
Models
Jeweler
Industrial Designer
Fashion Artist
Displayer, Merchandise
Commercial Designer
Creative Director
Artists
Chain Maker, Hand
Display Designer
Biological Photographer
Cartoonist
Art Director

Humanities

Biographer
Research Worker
Archivist
Museum Curator
Sociologists
Archeologist
Museum Technician
Historian
Social Psychologist
Fine Arts Packer
Anthropologist

KEY

Literary Arts

Communications Technician
Editor, Book
Editor, Department
Editor, Film
Editor, Greeting Card
Editor, News
Editor, Publications
Editor, Technical and Scientific Publications
Editorial Assistant
Interpreter
Librarian
Lyricist
Playwright
Poet
Producer (Motion Picture)
Producer, Assistant
Sound Cutter (Motion Picture)
Story Editor
Writer, Prose, Fiction, and Nonfiction

Performing Arts

Actor/Actress
Choral Director
Choreographer
Composer
Conductor, Orchestra
Dancer
Director, Stage
Dramatic Coach
Instructor, Dancing
Music Director
Musician, Instrumental
Piano Tuner
Singer
Teacher, Drama
Teacher, Music

Technical Arts

Airbrush Artist
Art Conservator
Calligrapher
Candle Cutter
Candlemaker
Candle Molder, Hand
Conservation Technician
Letterer
Music Grapher
Painting Restorer
Taxidermist

Visual Arts

Art Director
Artists
Biological Photographer
Cartoonist
Chain Maker, Hand
Commercial Designer
Creative Director
Display Designer
Displayer, Merchandise
Fashion Artist
Floral Designer
Gemologist
Graphic Designer
Industrial Designer
Illustrator
Interior Designer
Jeweler
Model, Artist
Model, Photographer
Models
Photographers
Photojournalist
Printmaker
Sculptor
Set Designer
Supervisor, Scenic Arts

Humanities

Anthropologist
Archeologist
Archivist
Biographer
Fine Arts Packer
Historian
Museum Curator
Museum Technician
Research Worker
Social Psychologist
Sociologists

ACTIVITY SHEET B

JEWELER

LIBRARIAN.

FLORAL

ESSAYS

Name _____

Occupational Cluster Fine Arts and Humanities - Introductory Lesson

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Being made aware of occupations in Fine Arts and Humanities Cluster					
Alphabetizing the occupations					
Drawing an illustration of an occupational title					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Art Director

DOT CODE: 142.031-010

DUTIES:

Art directors may supervise a team of commercial artists with varying skills and specializations. They assign assistants and staff members to complete design ideas and prepare sketches, illustrations, and detailed drawings for newspapers, magazines, billboards, brochures, and/or catalogs. Art directors who are employed by motion picture, radio and/or TV companies direct and coordinate set construction, erection, and decoration activities to ensure that they conform to design, budget, and schedule requirements. They may also be responsible for formulating design concepts for costumes, makeup, photographic effects, titles, and related production items.

WHERE EMPLOYED:

Art directors may find employment in advertising departments of large companies, advertising agencies, printing and publishing firms, textile companies, photographic studios, television and motion picture studios, department stores, and a variety of other business organizations. They may also choose to teach in art schools.

EMPLOYMENT OUTLOOK:

Employment is expected to increase moderately during the 1980's. One anticipated area of growth is in visual advertising such as television graphics, packaging displays, and poster and window displays. The expanding field of industrial design also is expected to require more qualified artists for three-dimensional work with engineering concepts. Employment opportunities

are expected to be best for those who are experienced, very talented, and creative.

EDUCATION AND TRAINING: Art directors need a strong educational background in art and business practices in addition to experience with photography, typography, and printing production methods. Persons can prepare for a career in art by attending a two-or-four-year trade school, or a junior college, college, or university which offers a program in art. Admission to trade schools is based upon high school grades, a portfolio of art work, and an interview. Beginners in art should supplement their formal education and training by making posters, layouts, illustrations, and similar projects for schools and other organizations.

SPECIAL QUALIFICATIONS: Advertising art directors require a special kind of creativity--the ability to conceive ideas that will stimulate the sale of the client's products or services.

EARNINGS AND ADDITIONAL BENEFITS: Art directors in top positions generally have earnings to exceed \$500 a week. Fringe benefits will vary according to the place of employment.

WORKING CONDITIONS/LIFESTYLES: Salaried art directors generally work 35 to 40 hours a week, but sometimes may be forced to work additional hours under considerable pressure to meet deadlines.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

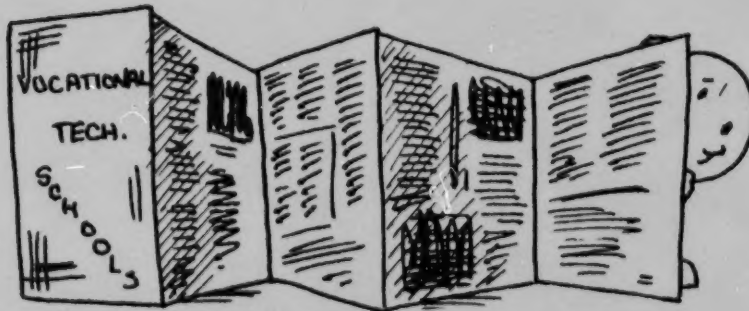
OCCUPATIONAL FAMILY: Visual Arts

REPRESENTATIVE JOB TITLES:

Art Director	142.031-010
Display Designer	142.051-010
Interior Designer	142.051-014
Set Designer	142.061-046

OCCUPATIONAL TASK: Completing design ideas

OCCUPATIONAL COMPETENCY: Preparing detailed drawings for brochures



RESOURCES and/or MATERIALS

1. Paper (8½ x 11)
2. Colored pencils
3. Sample, "Days to Remember"
4. Interpretation of Collage

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Express your feelings toward completing artistic ideas.
2. Illustrate events through artistic design.

LEARNING ACTIVITIES

1. Listen attentively to instructor's presentation on art director.
2. Discuss possible employment opportunities.
3. Develop a detailed drawing (8½ x 11) of important events in your life in a collage manner.
4. Fold drawing into 3-fold brochure and add title, "Days to Remember."

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in class discussion.
2. Completing a detailed drawing in a collage manner.
3. Submitting brochure to teacher.

KEY

"Days to Remember" (Interpretation of Collage)

The collage on the preceding page illustrates a student's activities which were enjoyed at the same time of an Easter break from the public school. The dates of the break are represented in large numbers.

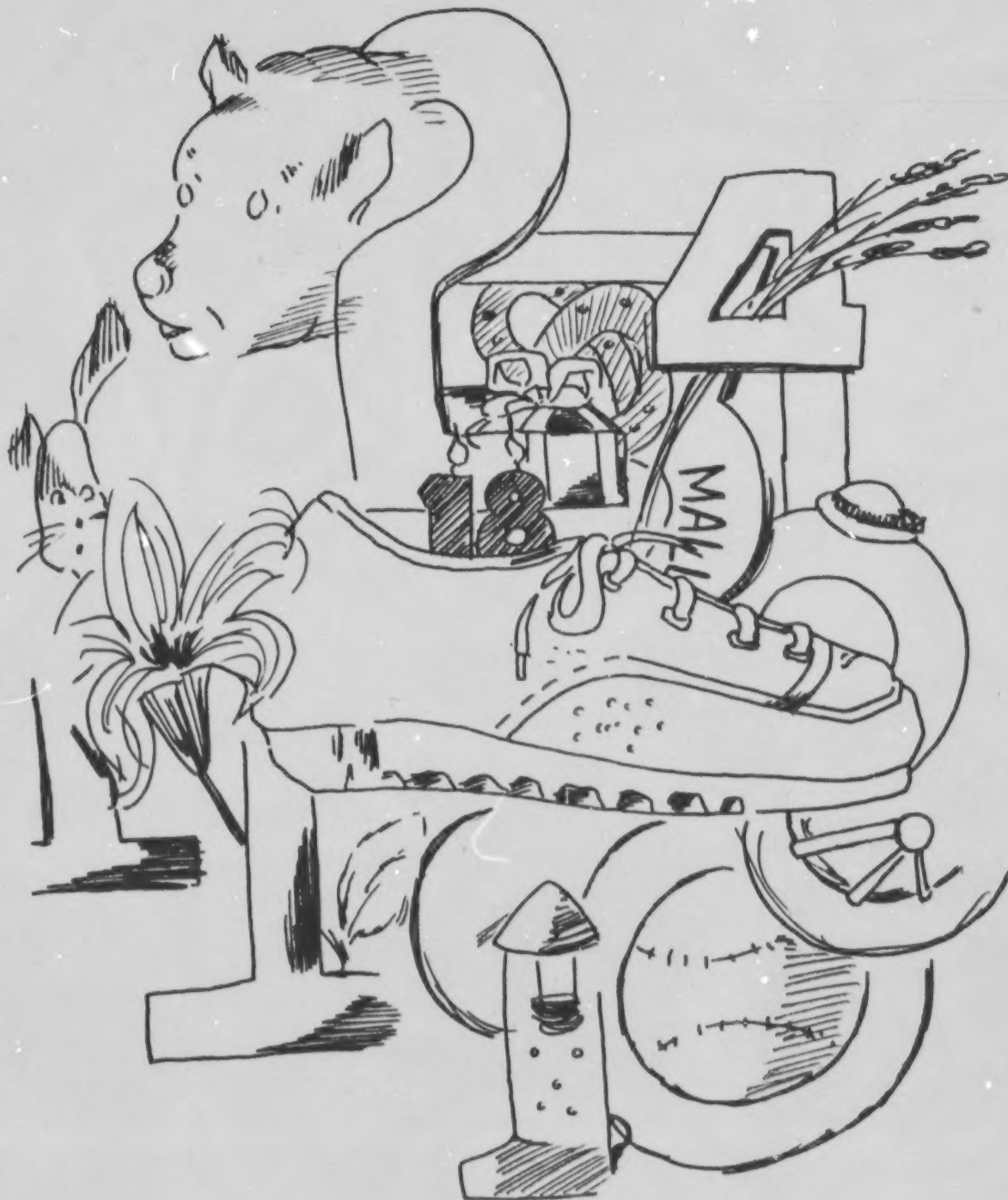
- April 2 - Student and her boyfriend went to a movie, "Porky," represented by the pig. Also, this was her boyfriend's birthday.
- April 3 - Day at the local mall shopping center and enjoying pretzels.
- April 4 - Designated as Palm Sunday by the palm leaf extending its branches through the Number 4.
- Nurse's Shoe - Focal area and also center of activity, illustrates work done at nursing home.
- April 8 - Easter parade enjoyed by patients wearing funny hats at the nursing home. Most patients were paraded around in wheel chairs seen in the bottom of Number 8.
- April 10 - Family and friends played baseball in the yard and later ate popcorn.
- April 11 - Easter Sunday. Bunny rabbit face represents a stuffed animal given to the student. Lily represents the sincerity of Easter.

ACTIVITY A

"Days to Remember"

Students are encouraged to illustrate by drawing a collage of important events in their life. Examples may include Spring-break vacation, Christmas vacation, etc.

ACTIVITY A - KEY
"Days to Remember"



CAREER INFORMATION SHEET

JOB TITLE: Artists

DOT CODE: 144.061-010

DUTIES:

Fine artists may specialize in areas such as painting, sculpture, photography, printmaking, etc. This information pertains to artists who paint. An artist who paints may choose from a variety of original subject material, such as landscapes, seascapes, portraits, still lifes, and abstracts to develop a painting. S/he may use watercolors, oils, acrylics, tempera, or other paint medium and apply the color medium to canvas or other surfaces, using brushes, pallet knives, and/or various other artist's tools and equipment. More talented and/or experienced painters may paint scenic backgrounds, murals, portraiture, and other items for use on motion picture and television production sets.

WHERE EMPLOYED:

Artists exhibit and sell their paintings and/or drawings at art galleries and other private establishments. They sometimes accept commissions to paint murals, portraits, and other specific assignments for clients. Some may teach fine art techniques in professional art schools or in college art departments.

EMPLOYMENT OUTLOOK:

National and local economic activity may have a tremendous influence on employment opportunities and the financial success of artists who are self-employed. It is estimated that the majority of artists earn approximately \$5,000 a year and supplement their incomes with commercial work or in a non-art related job. While competition may be keen, those persons with exceptional talent should

have little difficulty in finding employment.

EDUCATION AND TRAINING: Aspirants should strive to benefit from a strong, broad, educational background during high school and college. Particular attention should be given to a variety of art courses. Travel is also recommended for broader experiences and knowledge. Additional formal training can be obtained through an established art school or college offering a bachelor's degree in art.

SPECIAL QUALIFICATIONS: Creative talent and artistic aptitude are needed for success in the artist field. Persons aspiring to becoming artists should be patient, persevering, ambitious, and emotionally stable. They must be observant, analytical, and have a fine sense of color, depth perception, and balance. Good eye-hand coordination and finger dexterity are necessary. Since their work may bring them in contact with a lot of people, art teachers should like working and be able to get along well with people.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of artists may vary considerably and depend on the type of art work they do, whether they are self-employed or work for an organization, and the training, talent, and ability of the individual artist. A few artists are able to support themselves solely by their art work; however, most find it necessary to supplement their incomes. Artists employed by organizations usually can expect a benefit from sick leaves, retirement plans, accident and health insurance, and/or vacations and holidays with pay.

WORKING CONDITIONS/LIFESTYLES:

Working conditions of artists vary considerably depending upon their area of specialization and current project. Some artists may do their art work at nights or on weekends and work at jobs not related to fine art in order to supplement their incomes. Portrait artists usually work in well-lighted and equipped studios, although some may go to homes, offices, or other locations to do their work. Landscape or seascape artists may travel to various parts of the country to find scenes they want to draw and/or paint. Commercial artists work in well-lighted and ventilated studios located in office buildings, newspaper plants, art studios, advertising agencies, industrial plants, and retail stores. As a rule, they work the normal five-day, 40-hour week. Artists often work under pressure to complete projects on schedule.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Artists	144.061-010
	Printmaker	144.061-014
	Sculptor	144.061-018

OCCUPATIONAL TASK: Creating Visual Arts

OCCUPATIONAL COMPETENCY: Sketching and painting a favorite scene on 8½ x 11 sheet of paper.

RESOURCES and/or MATERIALS

1. Basic oil paints
2. Paint brushes - 2½-inch brush and 1-inch brush
3. Palette knife
4. "Tidbits Pertaining to Fine Artists"
5. Worksheet A - Types of Fine Artists
6. "Bird's-Eye View Information for Painters"
7. Student Attitude Sheets

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. List a variety of Fine Artists.
2. Construct a pencil sketching of a favorite outdoor scene.
3. Add appropriate coloring to drawing.

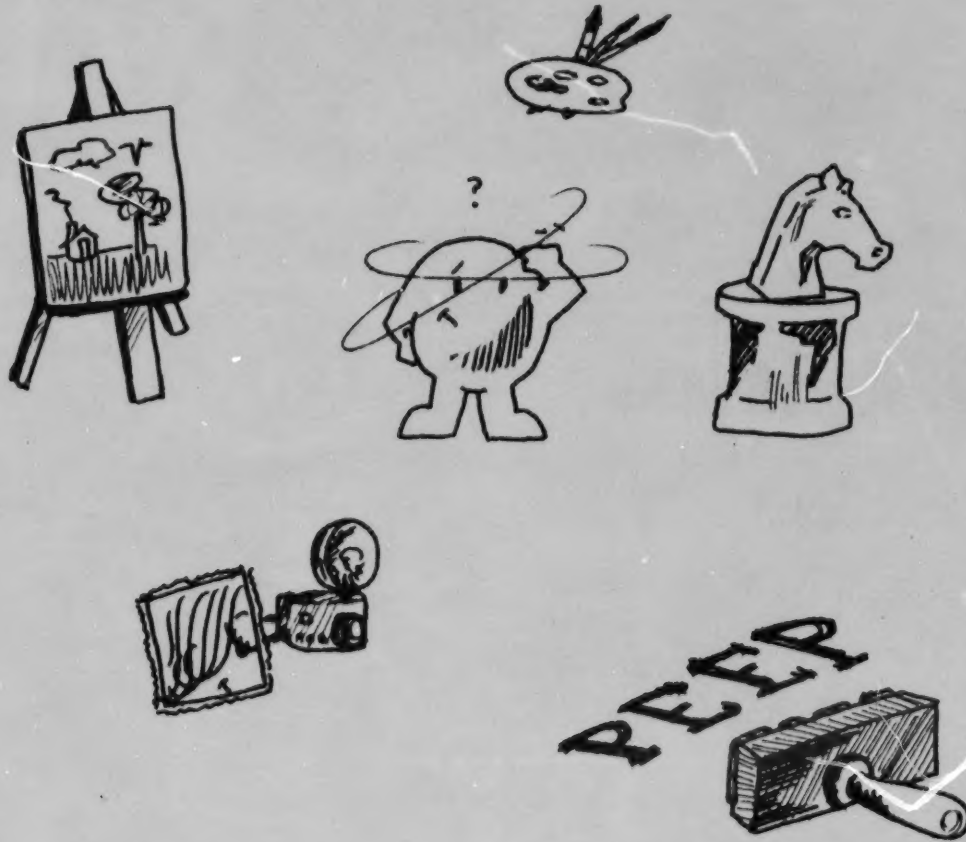
LEARNING ACTIVITIES

1. Read "Tidbits Pertaining to Fine Artists".
2. Unscramble fine artist titles on Worksheet A.
3. Select your favorite season of the year and develop a drawing on 8½ x 11 sheet of paper.
 - a. Spring
 - b. Summer
 - c. Fall
 - d. Winter
4. Read "Bird's-Eye View Information for Painters".
5. Paint art work drawn earlier.

EVALUATION PROCEDURES

The evaluation will consist of your completing and submitting the following to the teacher:

1. Worksheet A, "Some Types of Fine Artists".
2. Painting of outdoor scene on 8½ x 11 sheet of paper.
3. Student Attitude Sheet.



"Tidbits Pertaining to Fine Artists"

Fine Artists may decide to specialize in areas such as

printmaking
photography
sculpture
and painting.

Regardless of their specialty, Fine Artists are involved in their art to express their own personal feelings and interpretations and not necessarily those of others.

The following information is included to help you become more aware of specific types of Fine Artists.

Landscape or Seascape Artists paint natural land, coastal, or ocean scenes.

Sculptors design and form three-dimensional objects. Some carve objects from stone, wood, ivory, or concrete, using chisels, hammers, and other hard tools.

Still Life Artists group fruits, flowers, and other objects, arranging them in an effective manner for the style of painting or drawing they wish to do.

Commercial Artists plan, design, and draw illustrations for all types of advertisements, displays, and television commercials, etc.

Painters may decide to develop a preliminary sketch of the intended composition on canvas or some other kind of surface. Once they have completed the sketching of the picture, they complete the painting, using oils, water colors, tempera, and plastics, etc.

Portrait Artists paint the likeness of a person, using a living subject as a model.

Cartoonists draw cartoons for publications to amuse readers and interpret or illustrate news highlights, advertising, stories, and/or articles.

WORKSHEET A

"Some Types of Fine Artists"

Unscramble the artists' titles and record in the spaces provided.

1. nprisate _____
2. aadpnlscs tsasrit _____
3. turcsposl _____
4. tharppohoegsr _____
5. pssaaeec ratstis _____
6. orrpaitt attirss _____
7. cialremmoc sittars _____
8. makrinnptig _____
9. litsl feil iastrst _____
10. octnarsisto _____

KEY

Worksheet A

1. painters
2. landscape artists
3. sculptors
4. photographers
5. seascape artists
6. portrait artists
7. commercial artists
8. printmaking
9. still life artists
10. cartoonists

Bird's-Eye View Information for Painters

By using a few basic colors, you can paint a picture easily and beautifully. The following paints are recommended for beginning artists such as you.

Titanium White

Cadmium Yellow

Cadmium (Permanent) Red

Alizarin Crimson

Thalo (Phthalocyanine) Green (Viridian)

Prussian Blue

Van Dyke Brown

Sap Green

Magic White

You can arrange the colors in various ways. The following drawing of a basic palette will be sufficient for any subject you choose to paint, either landscape, seascapes, still lifes, or portraits.

Magic White is to be used as the underpaint covering. It provides a wet, smooth surface over which the other paints should be applied. Magic White also serves as a thinner for the other paints. It can be used successfully to thin light colors while paint thinner should be used with dark colors. When you mix colors with Titanium White, it is better to begin with a small amount of the white and then add the specific colors such as yellow or brown. By following this procedure, you should be able to achieve the desired shade with less paint being utilized.

Odorless paint thinner should be used to clean the paint brushes. After cleaning your brushes, be very sure to dry them thoroughly.

The palette knife can be most helpful in creating your painting: applying paint, mixing paint, scoring lines in already-painted areas, and scraping off excess paint.

Four Steps for Successful Painting

Step One:

Apply a thin, even coat of Magic White with a 2½-inch brush over the entire surface. Do not allow time for the Magic White to dry.

Step Two:

Add the first color applying overlapping crisscross strokes which will be used over a larger area such as a sky. As you move over the surface, a brush will pick up some of the Magic White and the surface should gradually lighten, creating the appearance of depth. Be sure to clean your brush frequently in order to produce a desired effect.

Step Three:

Use the palette knife to remove any excess paint which may appear too heavy in any area.

Step Four:

If buildings are going to be included in your masterpiece of art, use the palette knife to cover the paint. Apply the paint for distant effects of the landscape with the short edge of a palette knife.

Name _____

Occupational Cluster Fine Arts and Humanities - Artists

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading about Fine Artists					
Unscrambling letters to discover titles					
Sketching outdoor scene					
Painting outdoor scene					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					
Comments _____					

CAREER INFORMATION SHEET

JOB TITLE: Cartoonist

DOT CODE: 141.061-010

DUTIES:

A cartoonist draws cartoons for publications to amuse readers and interpret or illustrate new highlights, advertising, stories, or articles. S/he reads written material to develop ideas from context, then sketches and submits drawings for approval. Equipment used by the cartoonist may include T-squares, triangles, thumbtacks, pencils, paper, pens, and ink.

WHERE EMPLOYED:

Cartoonists are employed by printing and publishing firms, advertising agencies, and motion picture companies. Some cartoonists are self-employed artists and work on a free-lance basis.

EMPLOYMENT OUTLOOK:

The opportunities for cartoonists are increasing in industries and educational institutions, but the syndicated field is very difficult to enter. Opportunities exist for persons who possess the necessary talent.

EDUCATION AND TRAINING:

A college degree in Fine Arts or Commercial Art is one type of preparation. Two or three years of art training in an accredited art school are essential. This training should be followed by a two or three-year apprenticeship. Some employers hire talented persons with vocational school training. To be hired, cartoonists must show examples of their work.

SPECIAL QUALIFICATIONS: A cartoonist should possess artistic talent, creative ability, and imagination. The ability to interpret verbal instructions and express feelings, ideas, or facts would be useful to a cartoonist. It is essential that a cartoonist be able to work with people and accept constructive criticism.

EARNINGS AND ADDITIONAL BENEFITS:

Some cartoonists are self-employed but most are salaried. Those on salary get vacations with pay and sick leave, depending upon length of time employed. Wages may vary with ability. Cartoonists who are skilled and willing to work hard usually earn the highest wages as well as prestige and recognition.

WORKING CONDITIONS/LIFESTYLES:

The cartoonist works at a comfortable, adjustable drawing board in a well-lighted, well-ventilated room. Sitting for long periods of time is quite common. Most cartoonists work regular schedules with deadlines to meet.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

REPRESENTATIVE JOB TITLES:

Cartoonist	
(Print & Pub.)	141.061-010
Cartoonist	
(Motion Picture)	141.081-010
Quick Sketch Artist	149.041-010
Illustrator	141.061-022

OCCUPATIONAL TASK: Exploring the job of cartoonist

OCCUPATIONAL COMPETENCY: Developing a cartoon

RESOURCES and/or MATERIALS

1. Self-Inventory Sheet
2. Cartoonist Worksheet
3. Newspapers
4. Comic books

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify the duties of a cartoonist.
2. Evaluate yourself as a cartoonist.
3. Create your own cartoon.
4. Determine if you would like this type of work.

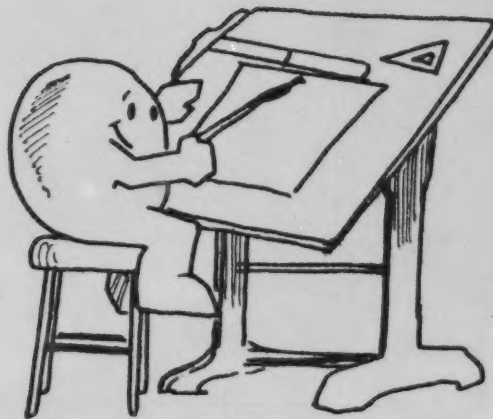
LEARNING ACTIVITIES

1. Read and discuss Career Information Sheet on cartoonist.
2. Complete Self-Inventory Sheet to help you determine your interest in this area of work.
3. Using pencil and eraser, complete the Cartoonist Worksheet. (directions included)
4. Participate in class discussion related to the Cartoonist Worksheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Self-Inventory Sheet.
2. Creating a cartoon.
3. Thinking of humorous situations.
4. Discussing the Worksheet.



Self-Inventory Sheet

	YES	NO
1. Are you good at freehand sketching?	—	—
2. Can you interpret verbal instructions?	—	—
3. Can you sit for long periods of time?	—	—
4. Do you like working inside?	—	—
5. Do you enjoy sketching with pen and ink?	—	—
6. Do you work well with others?	—	—
7. Can you plan an entire activity?	—	—
8. Can you make decisions?	—	—
9. Are you a creative person?	—	—
10. Do you enjoy using art supplies?	—	—

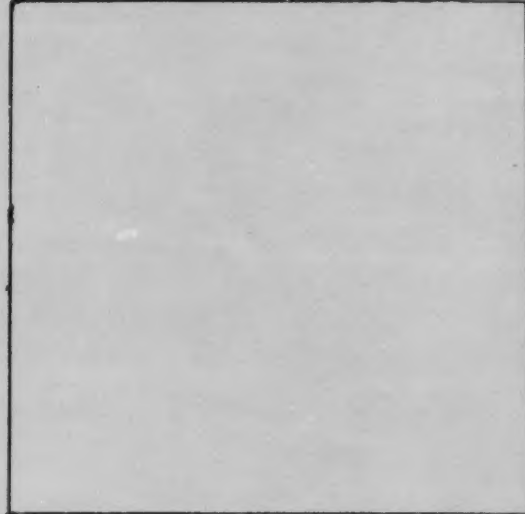
CARTOONIST WORKSHEET

DIRECTIONS - Using your own cartoon character, sketch your interpretation of the written quotations in the space provided for Problem A. Problems B and C are two separate cartoons. Write in quotations which you feel will make these scenes humorous.

Problem A.



"Lucky I had on my wear 'n tear clothes, huh, Mom?"

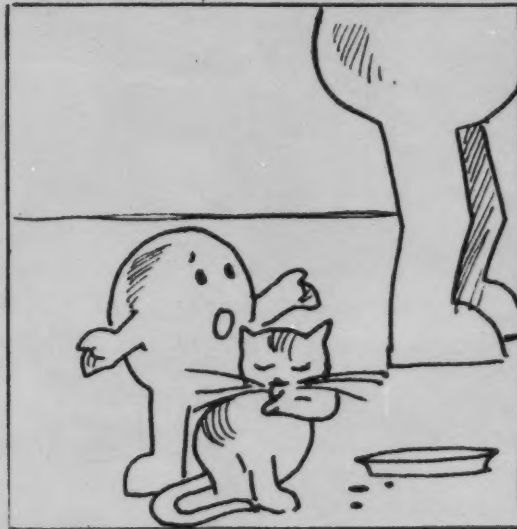


"I've been lots dirtier than this - but then, maybe I haven't."

Problem B.



Problem C.



CAREER INFORMATION SHEET

JOB TITLE: Commercial Designer

DOT CODE: 141.081-014

DUTIES:

Commercial designers create and design graphic material for use as ornamentation, illustration, advertising, or cosmetic on manufactured materials and packaging. They receive assignments from customers or supervisors in order to create, draw, modify, and change designs to achieve desired effects. Designers may work with specific items, such as signs, packaging, wallpaper, ceramics, tile, glassware, monograms, crests, emblems, or embroidery.

WHERE EMPLOYED:

Most commercial designers find employment with large companies designing either consumer or industrial products or for design consulting firms. A limited number may teach commercial design in colleges, universities, and art schools. Employment may be found in advertising departments of large companies, printing and publishing firms, textile companies, photographic studios, television and motion picture studios, department stores, and a variety of other business organizations.

EMPLOYMENT OUTLOOK:

Talented and well-trained commercial designers may face competition for employment and advancement in most kinds of work in the 1980's. Employment of commercial designers is expected to increase about as fast as the average for all occupations. Some vacancies will occur for needed designers to replace workers who will die, retire, or leave the field for other reasons.

EDUCATION AND TRAINING: Artistic ability, imagination, neatness and a capacity to visualize ideas are important qualifications for success as a commercial designer. These qualities may be developed by specialized training in the techniques of commercial and applied art. Training may be received in trade schools, junior colleges, colleges, or universities which offer programs in commercial art.

SPECIAL QUALIFICATIONS: Commercial designers should have creative talent, drawing skills, and the ability to see familiar objects in new ways. They must understand and meet the needs and tastes of the public, rather than design only to suit their own artistic sensitivity. Since commercial designers must cooperate with customers and/or supervisors, the ability to work and communicate with others is important.

EARNINGS AND ADDITIONAL BENEFITS: Earnings and benefits vary according to individual talent and the size and type of firm. Talented commercial designers who have strong educational backgrounds and good portfolios can expect to begin work with higher salaries.

WORKING CONDITIONS/LIFESTYLES: Salaried commercial designers generally work 35 to 40 hours a week, but sometimes have to work additional hours under considerable pressure to meet deadlines.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

REPRESENTATIVE JOB TITLES:

Commercial Designer	141.081-014
Industrial Designer	142.061-026
Illustrator	141.061-022
Cartoonist, Motion Pictures	141.081-010

OCCUPATIONAL TASK: Exploring designing areas

OCCUPATIONAL COMPETENCY: Developing designs for transferring
to T-shirts and/or wallpaper

RESOURCES and/or MATERIALS

T-Shirt

1. Heavy paper
2. Pencil
3. Wax paper
4. Exacto knife
5. T-shirt
6. Paint
7. Paint roller
8. Cloth
9. Student Attitude Sheets

Wallpaper

1. Pencils
2. Paper (8½ x 11)
3. Crayons

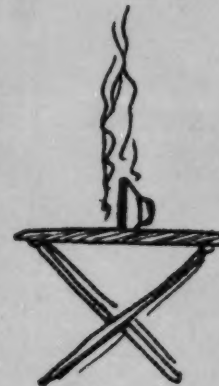
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify occupations where creative ability is essential.
2. Recognize the function and value of commercial designers.
3. Express your understanding of the activities performed and the working conditions of a commercial designer.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Design a pattern to be used on wallpaper for a nursery, 15-year old girl/boy's bedroom, and a retired 70-year old male/female's bedroom. Each drawing should be completed on 8½ x 11 inch typing paper.
3. Color the patterns.
4. Create a design on a sheet of heavy paper for transferring to a T-shirt.
5. Cut out the design to make a stencil.
6. Stretch out the T-shirt and transfer the design.

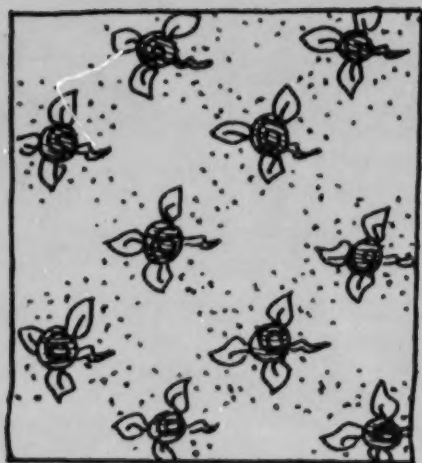


EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing three suggested patterns for wallpaper in nursery, teenager, and retired person's bedrooms.
2. Completing a design and transferring it to a T-shirt.
3. Completing and submitting the Student Attitude Sheet.

Wallpaper (Samples)



T-Shirt (Samples)

Aa Mm

Bb Yy

F C B

Name _____

Occupational Cluster Fine Arts and Humanities - Commercial Designer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading Career Information Sheet					
Designing patterns for wallpaper					
Completing design and transferring it to a T-shirt					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Creative Director

DOT CODE: 141.067-010

DUTIES:

The duties of a creative director are to develop basic presentation approaches and direct layout design and copy writing for promotional material, such as books, magazines, newspapers, television, posters, and packaging. Oftentimes it is necessary for creative directors to confer with heads of art, copy writing, and production departments to discuss client requirements and scheduling, outline basic presentation concepts, and coordinate creative activities. They review and approve art and copy materials developed by staff and present final layouts to clients for approval.

WHERE EMPLOYED:

Creative directors may find employment in printing and publishing firms, television and motion picture studios, advertising departments of large companies, and a variety of other business organizations.

EMPLOYMENT OUTLOOK:

Employment is expected to increase moderately during the next decade. Visual advertising such as television graphics and packaging displays are areas where growth is expected to occur.

EDUCATION AND TRAINING:

Creative directors should possess artistic ability, imagination, and a dedication for detailed work. Problem-solving skills and the ability to work independently are important traits for creative directors. Creative directors need a strong educational background in art and business practices. Experience in printing production

methods and photography may also prove advantageous.

SPECIAL QUALIFICATIONS: Artistic talent is crucial. People aspiring to work in this field need strong color sense, an eye for detail, a sense of balance and proportion, and sensitivity to beauty.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings and benefits vary according to individual talent and the size and type of firm. Talented creative directors who have strong educational backgrounds and experience can expect to begin work with higher salaries.

WORKING CONDITIONS/LIFESTYLES:

Creative directors often work on tight deadlines. They need the self-discipline to start projects on their own, to budget their time, and to complete everything as scheduled. Most creative directors usually work 35 to 40 hours a week. During busy seasons, they may work overtime, nights, and weekends to prepare special projects. Generally, they work in clean, well-lighted and well-ventilated rooms.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

REPRESENTATIVE JOB TITLES:

Creative Director	141. 67-010
Illustrator, Set	141.061-030
Cartoonist, Motion Pictures	141.081-010

OCCUPATIONAL TASK: Creating designs

OCCUPATIONAL COMPETENCY: Developing drawings for calendars

RESOURCES and/or MATERIALS

1. Typing paper
2. Rulers
3. T-square
4. Lettering book
5. Graph paper
6. Crayons



LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Discuss the duties of a creative director.
2. Create an original drawing displaying a new month calendar.

LEARNING ACTIVITIES

1. Choose one month of the year to illustrate with art work.
2. Select an idea, item, and/or symbol which may be associated with that month and draw to a scale large enough to portray days of the week and dates of the month.

EVALUATION PROCEDURES

Your evaluation will consist of:

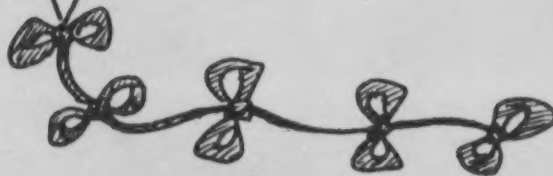
1. Developing an original drawing depicting a month of the year.
2. Coloring the drawing and submitting it to the teacher.

(Sample)



MARCH

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	☘		☘	



(Sample)

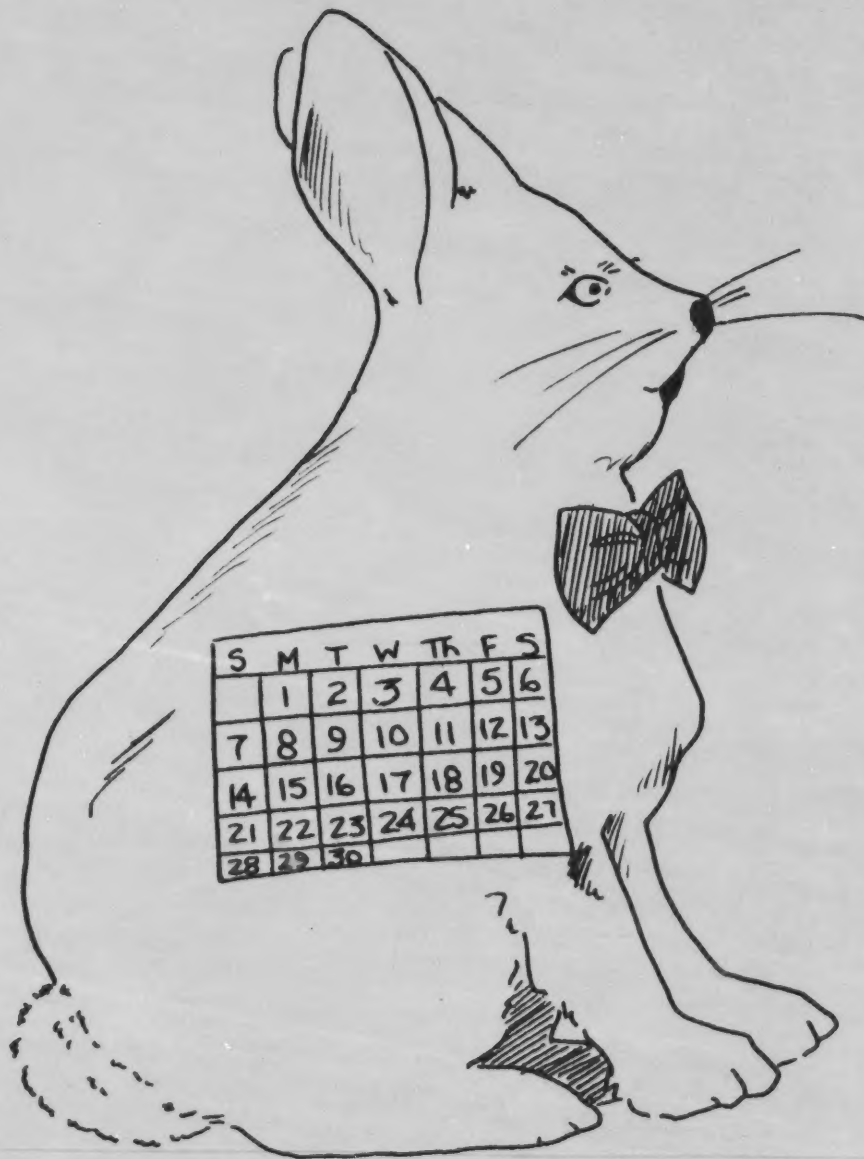


APRIL

45

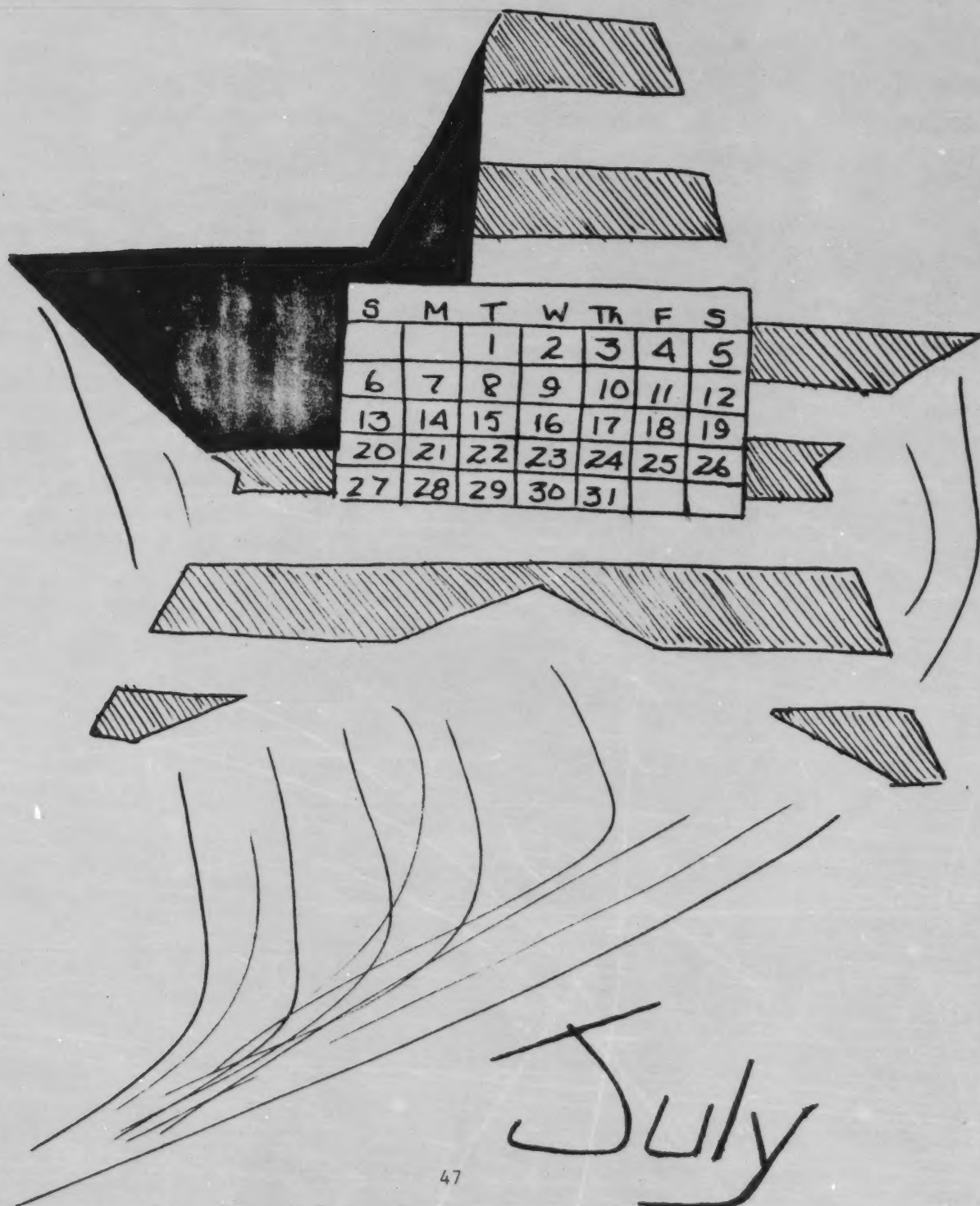
55

(Sample)



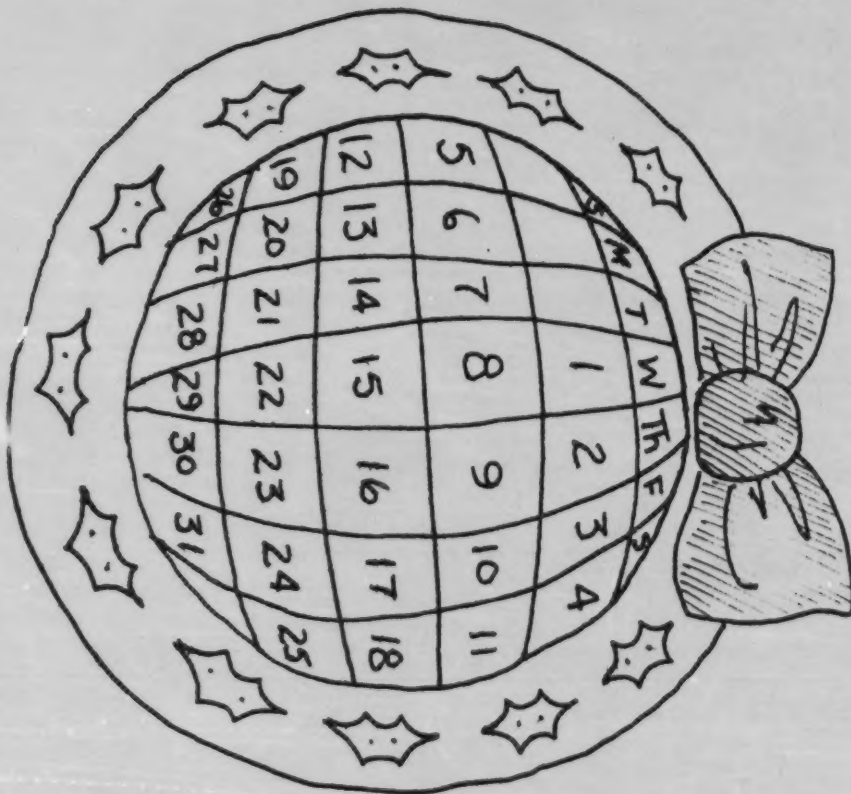
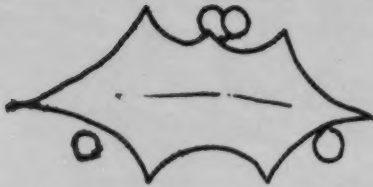
April

(Sample)

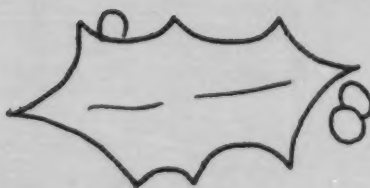


July

(Sample)



December
1982



CAREER INFORMATION SHEET

JOB TITLE: Merchandise Displayer

DOT CODE: 298.081-010

DUTIES:

Merchandise displayers create window displays designed to attract and bring customers into stores. They also arrange showcases, set up eye-catching exhibits, and select fashions for mannequins.

WHERE EMPLOYED:

Merchandise displayers work for department stores, furniture stores, clothing stores, shoe stores, bookstores, and gift shops.

EMPLOYMENT OUTLOOK:

According to the Bureau of Labor Statistics, about 3,000 or more job openings will occur each year for the next 10 years. Chances for entry jobs and advanced work are better in larger cities.

EDUCATION AND TRAINING:

There are no formal education requirements for entry level work as a merchandise displayer. Employers prefer applicants with art skills, shop courses, mechanical drawing, business courses, and those who are proficient in English and spelling. To work in large department stores, college or technical school training is often necessary. Merchandise displayers also need a background in merchandising, communication, and psychology.

SPECIAL QUALIFICATIONS:

Basic knowledge of color, lighting, props, and draping materials is needed. Merchandise displayers should have artistic talent, imagination, creative skills, and a sense of sales and advertising. Other useful qualities include an interest in people, the ability to work well with others, and a willingness to

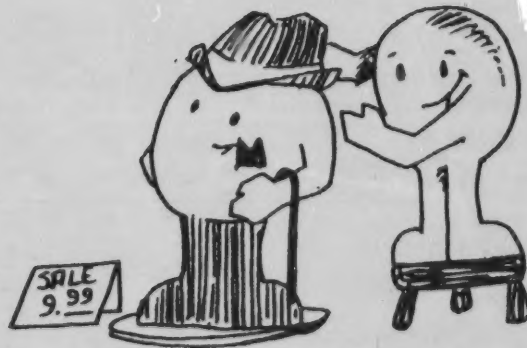
work irregular hours.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings will vary according to the individual's experience, size and type of business, and geographic location. Experienced workers may earn high pay, particularly if working for a large company.

WORKING CONDITIONS/LIFESTYLES:

Merchandise displayers work in all parts of the store. They work closely with other store personnel. Sometimes, they have to rush to finish displays without inconveniencing customers; therefore, they may experience strain and tension. Long periods of standing, bending, stretching, reaching, and using ladders are quite common. Work hours average 35 to 40 hours a week. Before holidays, displayers may be required to work additional hours.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Merchandise	
	Displayer	298.081-010
	Commercial	
	Designer	141.081-014
	Interior Designer	142.051-014
	Floral Designer	142.081-010

OCCUPATIONAL TASK: Exploring the job of merchandise displayer

OCCUPATIONAL COMPETENCY: Creating a window display

RESOURCES and/or MATERIALS

1. Sketching paper and pencils
2. Materials to create window display (would depend upon subject chosen to advertise)
Examples: Shoes, camping equipment, books, various gifts, and/or Christmas items.

LEARNING OBJECTIVES

After completing these activities, you should be better able to express your interest in:

1. Designing a window display.
2. Creating a display.
3. Learning more about the job of merchandise displayer.

LEARNING ACTIVITIES

1. Sketch your idea of a window display.
2. Make a detailed sketch of signs or lettering that may be used with an advertisement.
3. Create an actual window display.
4. Examine a window display in a store and be prepared to discuss the major attraction and/or ways whereby the display may have been more appealing.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Sketching a window display and submitting it to your teacher.
2. Developing proper lettering to be used with an advertisement.
3. Creating a window display.



CAREER INFORMATION SHEET

JOB TITLE: Fashion Artist

DOT CODE: 141.061-014

DUTIES:

Fashion artists draw or paint apparel and accessory illustrations for newspaper or related advertisements. They position garment, accessory, or model to accentuate desired sales features. Fashion artists render drawings of garments or accessories, complementary articles, and backgrounds, using various art media and materials. Models, props, and/or settings may be used by the fashion artists to accentuate subject materials. Lastly, they may also draw the lettering to describe the art work.

WHERE EMPLOYED:

Fashion artists are employed by department stores, advertising agencies, mail order companies, clothing manufacturers, magazines, and newspapers.

EMPLOYMENT OUTLOOK:

Employment for fashion artists is expected to increase moderately during the 1980's. However, most openings will probably occur to replace employed fashion artists who retire, die, or leave for other reasons. Competition for these jobs is expected to be keen.

EDUCATION AND TRAINING:

High school may be the best place for aspirants to this career to benefit from all possible art courses. They should start a portfolio of their art work to have available to submit samples to art schools and/or employers whenever possible. Additional education is recommended at art school and/or college. The fashion artist field is highly competitive.

SPECIAL QUALIFICATIONS: Aspirants to this career should have patience, perseverance, ambition, and the ability to get along well with others. Good eye-hand coordination, finger dexterity, depth perception, and color balance are necessary for the fashion artist to have. Above average aptitude and interest in art, fashion, and clothing are essential. They should also be interested in studying changes in style trends and developments. Fashion artists should also be able to accept suggestions and criticisms, and to adapt to the demands of varying assignments.

EARNINGS AND ADDITIONAL BENEFITS:

Most fashion artists work from 35 to 40 hours a week. Occasionally, overtime may be necessary to complete assignments scheduled for publication. Salary earnings and fringe benefits vary with the quality and value of the work done by individual artists, their experience and education, and the size and type of the organization employing them.

WORKING CONDITIONS/LIFESTYLES:

Most fashion artists work in clean, well-lighted surroundings. Depending on the size of the organization and position, fashion artists may have individual offices or have to work in areas where several artists are working. Although fashion artists are required to sit for long periods of time at drawing boards, they frequently consult with designers, advertising workers, and art directors. Sometimes it is necessary for them to work under considerable pressure in order to complete their work on time.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Fashion Artist	141.061-014
	Graphic Designer	141.061-018
	Illustrator	141.061-022

OCCUPATIONAL TASK: Exploring fashion designing

OCCUPATIONAL COMPETENCY: Illustrating advertisements for a clothing store

RESOURCES and/or MATERIALS

1. Newspapers
2. Worksheets A, B, and C
3. Student Attitude Sheet



LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Use fashion drawing as a direct and precise means of communication, facilitating visualization.
2. Select/draw pictures of clothing for advertisements.
3. Plan a one-page advertisement for sale of clothing items.

LEARNING ACTIVITIES

1. Panel discussion of Career Information Sheet - Fashion Artist.
2. Collect and bring to class examples of advertisements which seem to be directed to different groups of consumers in terms of occupations.
3. Provide appropriate lettering for clothing captions in Worksheet A, styles of hats suggested in Worksheet B, and prices on Worksheet C.
4. Design wearing apparel for a couple to wear to junior-senior prom.
5. Design groups of three garments for dresses, sportswear, sleep and lounge wear, and outerwear (coats, snowsuits, hats, etc.).

EVALUATION PROCEDURES

Your evaluation shall consist of:

1. Participating in class discussion.
2. Contributing newspaper/magazine advertisements directed to occupations.
3. Completing lettering for clothing captions, Worksheets A, B, and C.
4. Designing wearing apparel for learning activities 4 and 5 above.
5. Completing Student Attitude Sheet.

50%
SALE

- LIMITED QUANTITIES
- ALL SALES FINAL-
No Refunds!



WHISPERY SOFT
COTTON WITH A
DRESSY LOOK...

NOW \$9⁹⁰
WAS \$19⁹⁹



WORKSHEET B



58

68

WORKSHEET C



Name _____

Occupational Cluster Fine Arts and Humanities - Fashion Artist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Participating in class discussion					
Collecting advertisements					
Designing wearing apparel					
Completing letter- ing of captions					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Floral Designer

DOT CODE: 142.081-010

DUTIES:

Floral designers assemble live, cut, dried, and artificial floral and foliar arrangements for events, such as holidays, anniversaries, weddings, balls, and funerals. They confer with clients regarding prices and types of arrangements desired. In performing their work, floral designers combine their knowledge of flowers and plant forms and floral design techniques with their own creativity to produce floral and plant gifts, decorations, and tribute. They may decorate buildings, halls, churches, or other facilities where events are planned. Occasionally, they may conduct classes or demonstrations, may instruct and direct other workers, and/or may make arrangements according to standard designs or under instruction of designer.

WHERE EMPLOYED:

Nearly all floral designers work in retail flower shops common to large cities, suburban shopping centers, and small towns. Many designers manage their own stores.

EMPLOYMENT OUTLOOK:

Employment of floral designers is expected to increase faster than the average for all occupations through the 1980's. In addition to job openings created by employment growth, many openings should arise each year as workers retire, die, or change occupations.

EDUCATION AND TRAINING:

A high school diploma usually is required. Courses in flower arranging and floral design are offered in many adult education programs, junior colleges, and commercial floral

design schools. Longer programs provide training in flower marketing and shop arrangement for floral designers who plan to operate their own shops. Many people who want to become designers are trained on the job by the manager or an experienced floral designer. High school courses in business arithmetic, bookkeeping, selling techniques, and other business subjects are helpful.

SPECIAL QUALIFICATIONS: Speed and creative ability are the most important elements in successful floral designing. Good color vision, manual dexterity, and the ability to arrange various shapes and colors in attractive patterns are the primary qualifications for this occupation. Applicants should be able to write legibly and do simple arithmetic in order to write up bills for customers.

EARNINGS AND ADDITIONAL BENEFITS:

In small shops, floral designers often work eight hours a day, Monday through Saturday. Designers generally work long hours around certain holidays, such as Easter, Mother's Day, Valentine's Day, and Christmas when the demand for flowers and plants is great. Designers may expect to receive holidays and vacations with pay. Because most shops are small, other fringe benefits may be limited.

WORKING CONDITIONS/LIFESTYLES:

Floral designers should be able to stand for long periods. Work areas are often cool and humid to preserve the flowers, and designers may be exposed to sudden temperature changes when entering or leaving storage refrigerators. In general, however, florist shops are clean and well-ventilated and provide a pleasant atmosphere.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Floral Designer	142.081-010
	Set Designer	142.061-046
	Display Designer	142.051-010
	Interior Designer	142.051-014

OCCUPATIONAL TASK: Creating floral designs

OCCUPATIONAL COMPETENCY: Making a flower from crepe paper

RESOURCES and/or MATERIALS

1. Information Sheet for constructing flowers
2. Crepe paper
3. Florist wire or suitable substitute
(smooth sticks may be used)
4. Florist tape or green crepe paper
5. Sharp scissors
6. Wire cutters
7. Spool of thread
8. Glue
9. Branch (preferably from a dogwood tree)
10. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a floral designer.
2. Construct a flower from crepe paper.
3. Decide if you are interested in learning more about floral designing.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a floral designer.
2. Read the Information Sheet for making a Crepe Paper Rose and Four Petal Coupe Paper Blossom.
3. Using the Information Sheet, construct either a rose or four petal blossom from crepe paper.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Constructing a rose or four petal blossom from crepe paper.
2. Completing the Student Attitude Sheet.



INFORMATION SHEET

Crepe Paper Rose

Materials:

Crepe paper
Florist wire or suitable substitute (small sticks
may be used)
Florist tape or green crepe paper
Sharp scissors
Wire cutters
Spool of thread

Procedure:

1. Using the petal pattern, cut rose petals from crepe paper being sure to cut with the grain.
2. Form cap shapes for petals by holding the petals between thumb and forefinger of each hand and stretch paper from center.
3. Cut centers by cutting a strip of yellow crepe paper approximately $\frac{3}{4}$ inch wide and fringe finely to within about $\frac{1}{4}$ inch of the bottom.
4. After cutting a length of wire to the desired stem length, wrap the fringed paper tightly around it several times for the center of the rose, cut off remainder and start wrapping tightly with thread. Do not cut thread.
5. Attach rose petals by wrapping around center and tightly wrapping with thread. To form the rose, overlap petals and wrap with thread. The size of the rose depends on the number of petals used.
6. After the desired petals are attached, continue wrapping the thread down the stem to about an inch below the petals and cut.
7. Secure the thread and petals by wrapping with florist tape or narrow strips of crepe paper.
8. Shape the outer petals by gently curling the tips downward.

INFORMATION SHEET

Four Petal Crepe Paper Blossom

Materials:

Crepe paper
Sharp scissors
Fine wire or thread
Glue
Branch

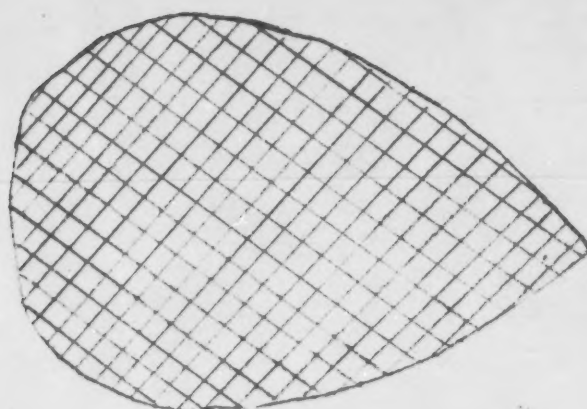
Procedure:

1. Using the petal pattern cut petals from crepe paper making sure to cut with the grain.
2. Cut centers using the same method as for the rose, but approximately 1/2 inch.
3. Using two thicknesses of paper for each petal, bunch the two sides of the petals together and twist at the center once. Tie tightly with fine wire or string.
4. Form the cup shape for each petal using the same method as for the rose petal.
5. Roll a portion of paper prepared for center to desired thickness, hold tightly, glue and press firmly into the center of blossom. (It may be necessary to cut a small portion of the center off to allow it to lay flatter.) The center should be fluffed out slightly.
6. Glue or tie to branch in bunches.
7. Crepe paper leaves may or may not be included.

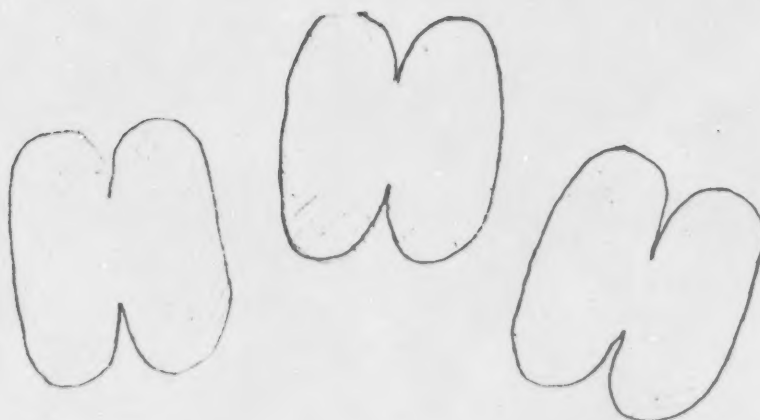
Patterns

(Samples)

Crepe Paper Rose



Four Petal Crepe Paper Blossom



Name _____

Occupational Cluster Fine Arts and Humanities - Floral Designer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Reading about a floral designer					
Constructing a rose or four petal blossom from crepe paper					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Jeweler

DOT CODE: 700.281-010

DUTIES:

The duties of a jeweler may include any phase of designing, making, repairing, and/or selling jewelry. Some jewelers choose to specialize in one kind of work, or a particular type of jewelry.

WHERE EMPLOYED:

Most jewelers work in precious jewelry factories or jewelry repair shops. Some work in retail jewelry stores that sell jewelry. Most precious jewelry factories are in New York City. Many jewelers open their own jewelry repair shops once they have mastered the trade.

EMPLOYMENT OUTLOOK:

The employment outlook is expected to increase moderately during the 1980's. Most vacancies will occur due to retirements, deaths, or persons changing from jeweler to another occupation.

EDUCATION AND TRAINING:

A high school education is highly recommended but not a requirement in order to enter the jewelry field. Classes in jewelry mechanics and metalworking are sometimes offered in high schools, vocational schools, trade schools, community colleges, and crafts workshops. Courses at the high school level which may be helpful include: shopwork, art, mechanical drawing, metallurgy, math, physics, chemistry, English, and business subjects. Many jewelers learn their skills by working under the supervision of experienced jewelers. In addition, apprenticeship programs may allow for craft-worker expertise to be developed within a three or four-year period.

Colleges and/or universities may offer courses in jewelry design in some art schools and art departments for persons aspiring to become jewelers.

SPECIAL QUALIFICATIONS: In addition to admiring displays of diamonds, rubies, gold and/or emeralds, aspirants should have some talent, be willing to work hard, and hope for a better economy.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries for jewelers may vary depending upon the individual's specialty and geographical location. Some resources indicate that jewelers may earn between \$10,000 and \$20,000 a year. Jewelers who specialize in designing and manufacturing usually earn more pay than those persons employed in selling or repairing jewelry.

WORKING CONDITIONS/LIFESTYLES:

The majority of people are employed by retail jewelry stores to work indoors selling jewelry and five day a week, eight-hour day responsibility. These workers are responsible for placing various pieces of jewelry on display in an attractive array, greeting customers, completing sales tickets, and finalizing the sale. Repair persons may have to sit for long periods of time and work with tweezers and pliers to replace necessary parts.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Technical Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Jeweler	700.281-010
	Chain Maker, Hand	700.381-010
	Gemologist	199.281-010

OCCUPATIONAL TASK: Understanding basic principles of design and assembly

OCCUPATIONAL COMPETENCY: Designing and making a wire bracelet

RESOURCES and/or MATERIALS

TOOLS

1. Cutting pliers
2. Metal ruler
3. Metal vise
4. Vise grips
5. Angle iron heat sink
6. Spring clamps
7. Mill file
8. Raw hide mallet
9. Stake or mandrell
10. Electric welding machine
11. Gas welding torch
12. Pedestal grinder
13. Disc or belt sander
14. Buffing machine

MATERIALS

1. Copper wire (stripped of insulation)
2. Brass brazing rod
3. Stainless steel electric welding wire
4. Anti-spatter welding spray or paste
5. Silver solder
6. Gas welding flux
7. Abrasive paper emery #200, 400, and 600 cloths
8. Buffing compound
9. Lacquer thinner and spray lacquer
10. Student Attitude Sheets

LEARNING OBJECTIVES

When you have completed the learning activities, you should be able to:

1. Sketch designs for pieces of jewelry.
2. Describe general safety related to the project.
3. Design and make a wire bracelet.
4. Identify tools and equipment used in making a wire bracelet.
5. Use tools and materials properly.
6. Determine if you are interested in learning more about a jeweler.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Complete Worksheet A: Self-Inventory.
3. Sketch designs for at least four of the following:
 - (a) bracelet
 - (b) ring (engagement/wedding)
 - (c) watch
 - (d) heart pendant
 - (e) love bug charm
4. Construct a wire bracelet.



EVALUATION PROCEDURES

Your evaluation will consist of the following:

1. Responding to Worksheet A.
2. Identifying the tools and equipment used in making the wire bracelet.
3. Sketching designs for four pieces of jewelry.
4. Completing Student Attitude Sheet.

PROCEDURE FOR MAKING A WIRE BRACELET

1. Select design and material; determine finished size.
2. Cut wire to size-----about 6" or 7" for straight lengths, three 8" lengths for each twist (allow for shrinkage of twist, flats from vise and vise grips, and weld or grind loss.)
3. Twist wire using vise grips and vise.
4. Trim the wire ends to the desired length and straighten where necessary.
5. Set wires for welding ($3/8$ " bead) clamp on angle iron with spring clamps (angle iron acts as a heat sink.) Gas weld (copper, brass, and combinations) use flux; electric weld (stainless steel), use anti-spatter paste.
6. Sand or grind welded ends, stainless steel on pedestal grinder (soft metal clog grinding wheel.) Copper Brass, Combinations on a disc or belt sander.
7. Draw file surface (clamp to piece of angle iron.)
8. Sand progressively with emery cloth, 220 paper, 400 paper, and wet sand with 600 paper. Clean appropriately between sandings.
9. Buff with muslin buffing wheel using stainless compound on all metals.
10. Bend over stake using a rawhide mallet.
11. Clean with lacquer thinner.
12. Spray finish using clear spray lacquer for copper and brass. Stainless needs no finishing, just polish.

SUGGESTIONS FOR DESIGNING SELECTED JEWELRY



LOVE BUG
CHARM



WATCHES



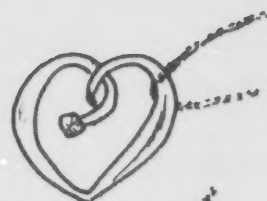
FOR
HIM



FOR
HER



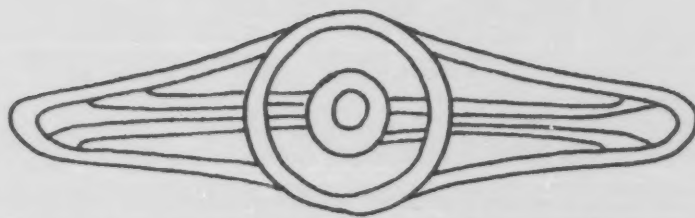
RINGS



HEART
PENDANTS

KEY

SUGGESTED DESIGN FOR WIRE BRACELET



WORKSHEET A
SELF-INVENTORY

Check the following statements in the YES or NO column which best describes how you feel with respect to jewelers.

YES NO

- | | | | |
|---|---|-----|--|
| — | — | 1. | Does jewelry interest you? |
| — | — | 2. | Do you like to look at jewelry displays in stores? |
| — | — | 3. | Have you ever wondered how jewelry is made? |
| — | — | 4. | Have you ever watched a jeweler or watch repairer at work in a store? |
| — | — | 5. | Have you ever tried to make or design a piece of jewelry or some other ornament? |
| — | — | 6. | Can you explain why a piece of jewelry appeals to you? |
| — | — | 7. | Do you select jewelry to match your clothing? |
| — | — | 8. | Do you enjoy doing detailed work such as building models from kits purchased in stores? |
| — | — | 9. | Can you thread a needle quickly? |
| — | — | 10. | Do you stick with an activity such as building a model until it's done as well as you can do it? |

Name _____

Occupational Cluster Fine Arts and Humanities - Jeweler

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Reading Career Information Sheet					
Completing the Self-Inventory					
Sketching designs for jewelry					
Constructing a wire bracelet					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Models

DOT CODE: 297.667-014

DUTIES:

Models assist in selling a product. They are shown with the product to make it appear more attractive. Models may be hired to demonstrate new products and services at exhibits, trade shows, and sales meetings. They also are hired to appear at conventions, benefits, and political rallies. Models sometimes are sought for jobs as beauty consultants, fashion consultants, personal shoppers, or tour guides.

Fashion models generally work for clothing manufacturers, dress designers, department stores, or dress salons. These models display clothing on a platform. While the announcer describes the clothes being shown, the model stands, turns, and walks by for audiences to get a closer look.

Showroom or fitting models are employed by clothing manufacturers to model clothes and accessories for the fashion buyers who visit manufacturers' showrooms on their regular buying trips.

Photographic models pose for pictures on magazine covers and billboards in advertisements of all kinds.

Artists' models pose for painters, sculptors, photographers, or art students.

WHERE EMPLOYED:

Modeling jobs are available in nearly all urban areas, but most jobs are in New York City because it is the center of the fashion industry. Persons aspiring to work as models may find employment with clothing manufacturers, designers, advertising

agencies, retail stores, magazines, and/or photographers.

EMPLOYMENT OUTLOOK:

Competition for the available jobs will be keen during the next decade. Most job openings will result from the need to replace models who have left the occupation.

EDUCATION AND TRAINING:

There are no educational requirements for models; some have completed high school and modeling school, while others have had college training. Courses in drama, dancing, art, and fashion design are useful because they can develop poise and a sense of style. Modeling schools teach students how to style their hair, walk and stand gracefully, pose in front of a camera, and apply makeup. Students also learn about skin care, diet and nutrition, exercise, speech, and etiquette. Modeling can be a stepping stone to other jobs in the fashion field, such as staff editor of a fashion magazine, consultant for a cosmetic firm, or fashion coordinator for a department store. Some models take courses in art and design and may become fashion illustrators or designers. A few models who work in television commercials become actors or actresses.

SPECIAL QUALIFICATIONS:

The most important asset for a model is a distinctive and attractive physical appearance. Female fashion models usually must be between 5 feet 5 inches and 5 feet 10 inches tall. Male models generally must be between 6 feet and 6 feet 2 inches tall and wear a size 40 or 42 regular suit. Broad shoulders, good coordination, and grace are definite assets for fashion models. Models should enjoy working with people and exhibit poise under the pressures of competition, tight schedules, and quick changes.

Physical stamina is important because models are on their feet most of the time and must sometimes assume rather awkward positions when posing for photographers.

EARNINGS AND ADDITIONAL BENEFITS:

A model's earnings depend on the number, length, and type of assignments s/he receives. Models who work for more than one employer receive a fee for their work. If they are registered with an agency, they pay a commission for the services it provides.

WORKING CONDITIONS/LIFESTYLES:

Modeling can be a glamorous and exciting career. Very successful models enjoy fame, travel, and the opportunity to meet famous personalities. Modeling is physically demanding, working hours are irregular and often very long; and getting work in the first place can be difficult. Models sometimes must work under uncomfortable conditions, posing under hot studio lights or in a swimsuit in the middle of winter. The work may affect their personal lives because models must always look fresh and well rested for the camera and may have to limit extended activities with friends whereby lack of rest would be involved.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

REPRESENTATIVE JOB TITLES:

Models	297.667-014
Model, Photographers'	961.367-010
Model, Artists'	961.667-010

OCCUPATIONAL TASK: Exploring modeling

OCCUPATIONAL COMPETENCY: Identifying physical requirements
of a model

RESOURCES and/or MATERIALS

1. Measurement Recording Sheet
2. Tape measure
3. Yardstick
4. Scale for weight
5. Mirror
6. Height-weight chart

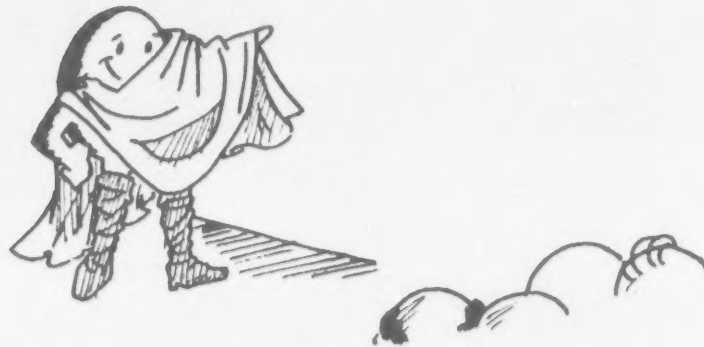
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify physical requirements for modeling.
2. Better understand the demands and limitations of male and/or female models.

LEARNING ACTIVITIES

1. Discuss all components of the Career Information Sheet.
2. Determine height and weight of each student and record on Measurement Recording Chart.
3. Choose several students to model outfits before class while narrator describes clothing being displayed.
4. Choose one of the types of models listed in the Career Information Sheet and develop a plan for earning pay for modeling.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in class discussion.
2. Completing Measurement Recording Chart.
3. Participation in modeling outfit.
4. Submitting plan for earning pay for modeling.

MEASUREMENT RECORDING CHART

Complete the chart below after answering YES or NO to the following:

- ___ 1. I'm fascinated by fashion.
- ___ 2. I could pose for hours under spotlights and keep looking great.
- ___ 3. I consider myself nice-looking.
- ___ 4. I am poised.
- ___ 5. I feel I am in very good shape.
- ___ 6. I could make a half dozen costume changes at rapid speeds during a fashion show.
- ___ 7. I would enjoy acting out different moods to fit the costume, product, or setting.
- ___ 8. I can discipline myself to watch my weight, health, and grooming.
- ___ 9. I have determination enough to overcome frustrations, disappointments, and hassles which may be experienced by a model.
- ___ 10. I feel I want to be a model.

Height	_____	Weight	_____
Chest	_____	Inches	
Waist	_____	Inches	
Hips	_____	Inches	

CAREER INFORMATION SHEET

JOB TITLE: Photographer

DOT CODE: 143.062-030

DUTIES:

The duties performed by photographers are usually determined by their educational background and experience, the size and type of employing organization, and their photographic specialty. In addition to taking photographs, professional photographers often perform related dark-room work, such as screening, developing, and touching up negatives. They may also make, enlarge, or reduce prints and perform other dark-room tasks. Most photographers specialize in a particular branch of photography such as portrait, news, aerial, scientific, industrial, medical, or police photography.

WHERE EMPLOYED:

Depending upon their specialty, photographers may find employment in studios, offices, stores, hospitals, factories, and/or laboratories.

EMPLOYMENT OUTLOOK:

The employment outlook for photographers is expected to be favorable for the balance of this decade; however, competition may be keen in many specialties. Best opportunities will be available for photographers who are well-trained, talented, and experienced. The majority of photographers will be needed to fill positions as a result of those who die, retire, or who leave for various other reasons.

EDUCATION AND TRAINING:

Although a high school education is desirable, photography has no set entry requirements for formal education or training. A broad technical understanding of photography is an asset for persons aspiring to become

employed as photographers. Photographic training is available in colleges, universities, junior colleges, and art schools. The Armed Forces also train many young people in photographic skills.

SPECIAL QUALIFICATIONS: Photographers must have good eyesight and color vision, artistic ability, and manual dexterity. They also should be patient and accurate and enjoy working with detail. Some knowledge of mathematics, physics, and chemistry is helpful for understanding the use of various lenses, films, light sources, and development processes.

EARNINGS AND ADDITIONAL BENEFITS: Experienced photographers generally earn salaries that are above the average for non-supervisory workers in private industry. Although self-employed and freelance photographers often earn more than salaried workers, their earnings are affected greatly by general business conditions and the type and size of their community and clientele.

WORKING CONDITIONS/LIFESTYLES: Working conditions for photographers vary. Those who have salaried jobs usually work a five-day, 35-40 hour week. Photographers in business for themselves usually work longer hours. Some photographers travel frequently and may work in uncomfortable surroundings. Many photographers work under pressure. Deadlines and demanding customers must be satisfied. Freelance photographers may find soliciting new clients frustrating and tedious.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Photographer	143.062-030
	Photojournalist	143.062-034
	Photographer,	
	Apprentice	143.062-018
	Biological	
	Photographer	143.362-010

OCCUPATIONAL TASK: Exploring the realm of photography

OCCUPATIONAL COMPETENCY: Identifying various types of photographers

RESOURCES and/or MATERIALS

1. Information Sheet - "Close-Up Glance at Photographers"
2. Worksheet A - Word Search Puzzle
3. Career Information Sheet
4. Student Attitude Sheets

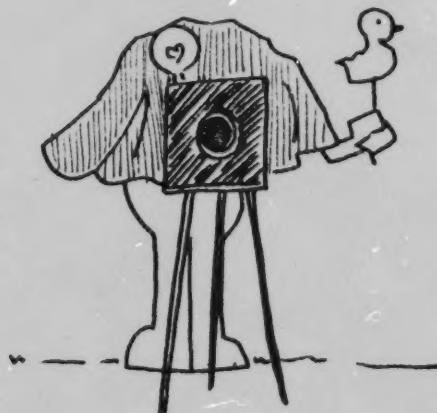
LEARNING OBJECTIVES

Upon completion of the learning activities, you should be able to:

1. Discuss the field of photography.
2. Identify 11 types of photographers.
3. Pronounce and alphabetize the different types of photographers included on the Word Search Puzzle.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Locate 11 types of photographers in the Word Search Puzzle.
3. Class may practice pronouncing and alphabetizing the different types of photographers.



EVALUATION PROCEDURES

Your evaluation shall consist of the following:

1. Completing the Word Search Puzzle.
2. Participating in pronouncing and alphabetizing 11 types of photographers.
3. Completing the Student Attitude Sheet.

INFORMATION SHEET

"Close-Up Glance at Photographers"

AERIAL PHOTOGRAPHERS take pictures from airplanes or helicopters in flight for news, military, business, or scientific purposes. In addition to taking aerial photographs, these photographers may also piece together individual photographs for such purposes as terrain maps, and/or survey maps.

COMMERCIAL PHOTOGRAPHERS take photographs of buildings, interiors, groups of people, displays, merchandise of all kinds, machinery, and real estate. These photographs are used in catalogs, advertising circulars, and/or magazines.

INDUSTRIAL PHOTOGRAPHERS are employed full-time by many industrial companies to take all types of photographs. They may take still or motion pictures of workers on the job and of equipment and machinery in operation. These pictures may be used to improve methods, increase production efficiency, and illustrate sales catalogs, advertisements, and in-plant newspapers.

MEDICAL PHOTOGRAPHERS are employed by many hospitals to photograph operating room techniques and the work done by surgeons, pathologists, laboratory technicians, and other hospital personnel. They may also photograph hospital facilities or staff for public relations or news purposes.

NEWS PHOTOGRAPHERS should be experts in photographic techniques as well as news reporting procedures. Photographs of news events, important persons, sports, entertainment, industrial, political, fires, school activities, and recreation events for newspapers, magazines, and television are all taken by News Photographers. News Photographers may do darkroom work, make enlargements, or develop illustrative materials secured from other sources. They often specialize in one branch of coverage--general news, sports, political, or military.

PHOTOGRAPHIC ENGINEERS are a relatively new professional group in the field of photography. They use their knowledge of optics and photographic processes to help solve engineering and scientific problems. They work with other engineers in obtaining information by means of photography. For example, they may photograph missile launchings, engines in operation, and other scientific and engineering processes so that performances can be studied. They also take pictures for use in scientific research or in technical journals.

PHOTOGRAPHY TEACHERS are employed by private schools of photography, vocational and technical schools, junior and senior high schools, colleges, and manufacturers of photographic equipment. Photography Teachers perform classroom instruction and supervise training in photographic techniques and processes. They may teach basic classes such as the principles of lenses, photography, and film processing, and/or instruct advanced classes in camera techniques, special effects, retouching, color work, motion pictures, specialties (journalism, portrait, etc.), and many others.

POLICE PHOTOGRAPHERS assist in the preparation of photographs used for legal purposes. They photograph scenes of accidents or crimes so permanent records will be available for police investigation, jury review, and/or insurance inquiries. They also photograph persons convicted of crimes or suspected of having committed crimes.

PORTRAIT PHOTOGRAPHERS generally use studio-type cameras to make black or white negatives from which prints can be developed. They arrange the equipment such as lights, screens, backdrops, and shades. When using view cameras, they slide a negative film holder into the camera, remove the protective dark slide from the film holder in the camera, and squeeze the shutter release to expose the film (take the picture) for a short period of time. The exposed film is removed from the camera after each picture is taken and sent to the darkroom or a professional photo-finishing laboratory for developing. Portrait Photographers may visit schools, homes, or places of business to take portraits and many specialize in formal and candid wedding photography.

OTHER SPECIALTIES: Besides those listed above, other types of photographic specialties include educational photography (preparation of pictures for slides, movies, and filmstrips for use in classrooms); legal photography; and photographic specialty work in the graphic arts industries (preparing negatives used in the making of printing plates in offset printing).



WORKSHEET A

Word Search Puzzle

All types of photographers listed below can be found in the Word Search Puzzle. They are hidden horizontally, vertically, diagonally, forward, and backward. Draw a circle around all the letters of a particular term. Watch for singulars and plurals of terms.

Q	W	E	A	S	R	U	K	M	O	A	G	J	K	L	M	N	I	U	C	D	C
K	U	R	N	E	W	S	P	H	O	T	O	G	R	A	P	H	E	R	S	X	O
I	Y	T	R	P	R	E	I	V	I	G	H	N	Y	L	E	U	M	V	X	H	M
M	H	I	F	P	Z	I	M	G	I	L	Q	A	L	P	G	B	M	X	W	I	M
N	G	O	V	P	S	R	A	N	U	P	C	E	W	P	U	I	B	E	P	B	E
A	S	D	F	G	H	J	K	L	L	Q	W	R	R	T	Y	U	O	I	Z	N	R
Z	X	C	V	B	N	M	M	O	P	Q	A	S	D	F	G	H	J	K	L	L	C
R	E	H	P	A	R	G	O	T	O	H	P	L	A	I	R	T	S	U	D	N	I
Q	W	E	R	T	Y	U	I	O	P	A	O	S	D	F	G	G	J	G	L	N	A
Z	X	C	V	B	N	U	M	O	V	R	Y	T	A	S	C	F	L	R	L	V	L
Q	P	I	J	P	M	N	U	I	K	L	Y	R	O	D	V	L	K	E	R	N	P
P	H	O	T	O	G	R	A	P	H	I	C	E	N	G	I	N	E	E	R	S	H
H	L	I	P	C	A	U	L	F	L	I	C	A	Y	H	R	P	Y	D	T	X	O
H	I	Y	R	L	E	G	A	L	P	H	O	T	O	G	R	A	P	H	Y	O	T
U	S	A	P	D	T	E	P	E	V	B	U	X	W	A	Q	P	P	R	A	K	O
J	F	E	P	H	O	T	O	G	R	A	P	H	Y	T	E	A	C	H	E	R	G
U	A	L	E	Q	S	L	C	I	X	A	E	O	L	N	I	K	X	Z	E	N	R
U	Z	L	E	B	V	S	Z	A	L	I	K	V	L	C	I	L	B	L	N	R	A
P	O	L	I	C	E	P	H	O	T	O	G	R	A	P	H	E	R	S	E	S	P
K	A	R	K	L	B	P	S	L	P	I	J	L	S	Q	H	L	V	C	P	O	H
Y	H	P	A	R	G	O	T	O	H	P	L	A	N	O	I	T	A	C	U	D	E
R	U	P	L	E	U	O	P	N	O	C	E	W	A	C	M	R	U	P	M	R	R
K	S	M	E	D	I	C	A	L	P	H	O	T	O	G	R	A	P	H	E	R	S
H	L	I	P	Q	W	S	D	F	G	H	I	Y	R	P	N	A	F	N	M	M	O
P	O	R	T	R	A	I	T	P	H	O	T	O	G	R	A	P	H	E	R	S	Z

- Portrait Photographers
- News Photographers
- Commercial Photographers
- Industrial Photographer
- Aerial Photographer
- Police Photographers
- Medical Photographers
- Photographic Engineers
- Photography Teacher
- Educational Photography
- Legal Photography

KEY
Worksheet A

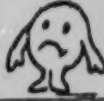
		A																			C		
		N	E	W	S	P	H	O	T	O	G	R	A	P	H	E	R	S			O		
				R																	M		
					I																M		
						A															E		
							L														R		
								P													C		
R	E	H	P	A	R	G	O	T	O	H	P	L	A	I	R	T	S	U	D	N	I		
											O										A		
												T									L		
													O								P		
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P	O	R	T	R	A	I	T	P	H	O	T	O	G	R	A	P	H	E	R	S			

Name _____

Occupational Cluster Fine Arts and Humanities - Photographer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading Career Information Sheet					
Alphabetizing the different types of photographers					
Completing the Word Search Puzzle					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					
Comments _____					

CAREER INFORMATION SHEET

JOB TITLE: Sculptor

DOT CODE: 144.061-018

DUTIES:

A sculptor designs and constructs three-dimensional art works, using any combination of mediums, methods, and techniques. Some objects are carved from stone, clay, concrete, wood, plaster, using abrasives, mallets, other handtools, and power tools.

WHERE EMPLOYED:

Sculptors are usually self-employed and work in their homes or studios. They show their work in art centers, museums, shops, or malls. Sometimes they give demonstrations at malls, fairs, parks, restored villages, and holiday events.

EMPLOYMENT OUTLOOK:

Talented sculptors should be able to find buyers for their works despite an uncertain economy. A person may find a profitable career in sculpturing if s/he possesses the necessary talent, recognizes consumer demands, and can produce items to meet the needs of buyers.

EDUCATION AND TRAINING:

There are no formal educational requirements for becoming able to produce valuable sculpturing. Courses in high school which may prove useful to sculptors include chemistry, business courses, public speaking, typing, drafting, and woodworking. More than 200 colleges offer master's degrees in crafts. There are also apprenticeship programs available. Another way to learn sculpturing is to attend workshops. Sculptors may need a certificate of license from a local state tax agency if they sell directly to the public.

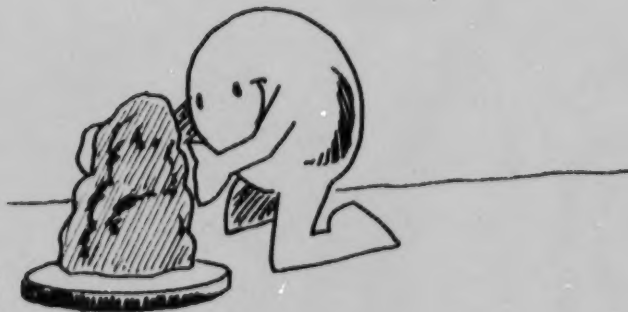
SPECIAL QUALIFICATIONS: Sculptors should possess good eyesight, a sense of design, good finger-hand coordination, and ingenuity.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of sculptors vary widely depending upon the quality of their work. Many sculptors must find other types of employment to provide additional income. Self-employed sculptors must arrange for deductions in social security taxes, income taxes, insurance coverages, and retirement savings.

WORKING CONDITIONS/LIFESTYLES:

Many sculptors work in their homes or in studios. Workshops may be well-ventilated and spacious or they may be dusty, poorly ventilated, and small. Sculptors may stand more than they sit. Those working with blowtorches, etc., may have to contend with noise and heat. Safety glasses and other protective clothing may be needed.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Sculptor	144.061-018
	Painter	144.061-010
	Model Maker	777.281-014
	Museum Curator	102.017-010

OCCUPATIONAL TASK: Experiencing activities performed by a sculptor

OCCUPATIONAL COMPETENCY: Creating a bust (figure of head and shoulders)

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Sculptor Activity Sheet
3. 1 pound of clay
4. 1 small knife
5. 1 pencil with sharp point and eraser
6. Paper towels
7. Small pan of water

ADDITIONAL RESOURCES

1. Visit an art museum and observe materials used
2. Look at sculpture in community, parks, and/or building fronts

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the tasks of a sculptor.
2. Evaluate yourself as a sculptor.
3. Determine if you enjoy working alone.

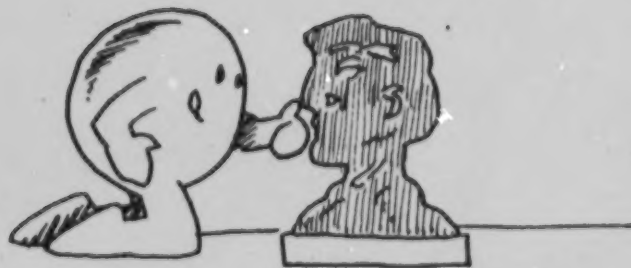
LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Complete the activity sheet enclosed. Following directions and using proper materials, create a bust.
3. If time allows, discuss the trends related to sculpturing in your community, state, and nation.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Sculptor Activity Sheet.
2. Judging your finished product.

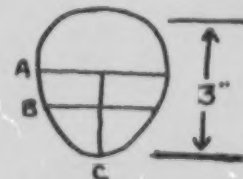


SCULPTOR ACTIVITY SHEET

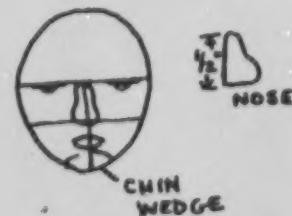
PRE-ACTIVITY INFORMATION: A large international company has recently commissioned you to create a bust (head and shoulders) of a person to be cast in bronze. You already have your drawings to go by.

PROBLEM: You will make a small, rough clay model of the bust that you propose to sculpt for them.

1. Prepare Clay - If it sticks to your hands, it is too moist, add clay flour. Work clay into a round ball. Divide it into two parts, one slightly larger than the other. Wrap larger part in moist paper towel and lay it aside.
2. Head - Mold the smaller into an oval shape; with knife, mark feature lines - see sketch (a, b, c)



3. Eyes - With knife, scoop out a section of clay on line "a". These will be eye sockets. Use some of other clay to mold two round balls to form the eyes.



4. Nose - Use some of clay from moistened towel to form triangle shape for nose.
5. Lips - Mold two small round clay strips about $1\frac{1}{2}$ inches long. Press and shape to form lips.

Note - Sculptor's fingers must be very sensitive to the amount of moisture in the clay. At first indication that clay is drying, dip your hands in the pan of water.

SCULPTOR ACTIVITY SHEET (continued)

6. Ears - Mold two more strips about $1\frac{1}{2}$ inches long to form ears. Curve the strips into ear shapes and place on each side of clay oval. Their top edges should be at the top level of the eyes. Moisten and press onto oval.
7. Hair - Mold clay pellets about the size of your little fingernail to form the hair. Place pellets on head to create hairline. Continue building up the hair.
8. Neck - Mold a thick round cylinder of clay about $\frac{1}{2}$ inch long to form the neck. Use your fingers to press clay of head and neck together.
9. Shoulders - Use remaining clay to form the shoulders, which are basically a rectangle. Complete the bust and make any needed adjustments.



CAREER INFORMATION SHEET

JOB TITLE: Set Designer

DOT CODE: 142.061-046

DUTIES:

A set designer designs rough sketches of motion picture sets and scenes and prepares scale drawings for use in the construction of sets. S/he may design miniature motion picture sets used in filming backgrounds, titles, and special effects.

WHERE EMPLOYED:

Many set designers are employed in Los Angeles and New York City. Others are employed in smaller cities by local radio and television stations.

EMPLOYMENT OUTLOOK:

The employment in this area is decreasing each year resulting in fewer jobs and keen competition for existing positions. Film making in education, television, industry, and government offers increased opportunities.

EDUCATION AND TRAINING:

This area is highly competitive, so the more education, vocational training, work experience an individual has, the better chances that person has of getting a job. Set designers should have an appropriate bachelor's degree combined with on-the-job training and experience. High school students will find knowledge and skills in electricity, shop, mechanics, photography, mechanical drawing, math, and science valuable.

SPECIAL QUALIFICATIONS:

Set designers should be able to work effectively with others and be dependable. Perseverance, patience, self-confidence, imagination, and the ability to remain calm under stress are valuable qualities. They should

be able to accurately measure, draw, and read scales.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings vary widely for beginners depending on ability and related experience.

WORKING CONDITIONS/LIFESTYLES:

Set designers often work under the pressures of time and the demands of supervisors. Working conditions vary with the location of filming sites. Frequent moving may be part of the lifestyle of a set designer. Set designers usually work eight hours a day, five days a week; however, extra hours may be required. Some set designers are employed part-time and may experience long periods of unemployment.

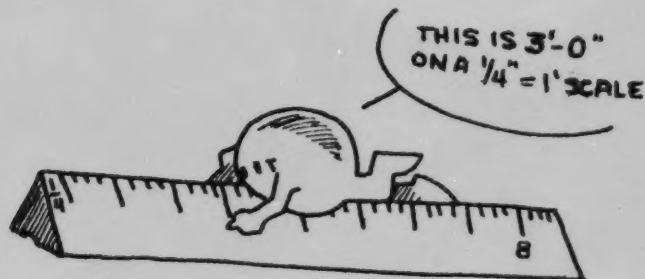


INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Set Designer	142.061-046
	Set Designer (Amus. and Rec.)	142.061-050
	Art Director (Movies)	142.031-010
	Drafter	017.261-026



OCCUPATIONAL TASK: Exploring the work of a set designer

OCCUPATIONAL COMPETENCY: Making a scale drawing of a set

RESOURCES and/or MATERIALS

1. Architect's Scale
2. Pencils and erasers
3. Drawing paper
4. T-square
5. Triangles
6. Compass

LEARNING OBJECTIVES

After completing the activities contained in the packet, you should be able to:

1. Identify the duties of set designer.
2. Create a scene (set).
3. Draw to scale.
4. Read a scale.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Choose scene you may want to draw.
3. Sketch scene.
4. Using instruments provided, draw to scale the scene you have selected.

Additional Activity: Construct a small model from scale drawing.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Teacher checking your drawing for accuracy.
2. Discussing with teacher the usefulness of your design.

CAREER INFORMATION SHEET

JOB TITLE: Teacher, Art

DOT CODE: 149.021-010

DUTIES:

An art teacher instructs students in art, such as painting, sketching, designing, and sculpturing. S/he demonstrates methods and procedures for quality in art work to pupils. The teacher observes the students work to make criticisms, corrections, or praise. After students have mastered some of the techniques for art work, the teacher may direct planning and supervising of contests and/or arranging art exhibits revealing best art work completed by students.

WHERE EMPLOYED:

Art teachers are employed in public and private elementary and secondary schools, colleges and universities, and in schools of art throughout the United States.

EMPLOYMENT OUTLOOK:

The number of individuals qualified to teach art far exceeds the positions available, and this trend is expected to continue at least through the 1980's. While a few new openings may occur each year, the majority of art teachers will be needed to replace present teachers who retire or leave the profession for other reasons.

EDUCATION AND TRAINING:

Students aspiring to become art teachers should complete a college entrance program including English, social studies, science, mathematics, foreign language, and all art courses possible. All states require that art teachers be certified by their State Education Departments. Information pertaining to certification requirements can be obtained from the Department of Education of individual states.

SPECIAL QUALIFICATIONS: Persons interested in becoming an art teacher should have creative and artistic ability, at least average intelligence, and a sincere interest in working with young people. Patience, a pleasing personality, a sense of humor, and an understanding of human nature are also important traits. In addition, aspirants should be able to work without direct supervision, demonstrate a willingness to assume responsibility, and get along well with people.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of teachers vary, depending upon the size and geographical location of the employing school system, the education and experience of the individual teachers, and the length of the school year. Teachers in urban and large school systems generally receive higher wages than teachers in rural and small school systems.

WORKING CONDITIONS/LIFESTYLES: Most art teachers work in classrooms and/or studios which are well-lighted, ventilated, clean, and adequately supplied with materials for teaching various forms of art. Art teachers may be on their feet most of the workday, and have hours similar to other teachers. They may have summers free to travel, study, or to do art work.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Visual Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Teacher, Art	149.021-010
	Supervisor,	
	Scenic Arts	149.031-010
	Teacher, Sculpturing	144.061-018
	Instructor,	
	Illustration	141.061-022
	Teacher, Painting	
	and Drawing	144.061-010

OCCUPATIONAL TASK: Promoting art-related careers

OCCUPATIONAL COMPETENCY: Designing and painting a record album cover and a miniature billboard

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Typing paper (two sheets per student, 8½ x 11)
3. Boxes of crayons
4. Rulers
5. Magazines (Students may want to cut and paste pictures rather than draw)
6. Scissors
7. Glue
8. Student Attitude Sheet

LEARNING OBJECTIVES

Upon completion of these activities, you should be able to:

1. Better understand the responsibilities of the art teacher.
2. Create a suggested cover for a record album.
3. Design and paint a billboard illustrating a favorite sport.
4. Plan an art exhibit of your school for the record album and billboard drawings.

LEARNING ACTIVITIES

1. Read the Career Information Sheet. (Teacher may choose to record information on tape and play to class.)
2. Design a record album cover of your favorite recording artist on $8\frac{1}{2}$ x 11 sheet of paper.
3. Design and paint a miniature billboard illustrating your favorite sport on $8\frac{1}{2}$ x 11 sheet of paper.
4. Divide the class into teams and plan an art exhibit in which the record album and billboard drawings will be displayed.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the Career Information Sheet pertaining to art teacher.
2. Designing and submitting to the teacher a record album illustrating a favorite recording artist.
3. Painting and submitting to the teacher a miniature billboard illustrating a favorite sport.
4. Participating in planning an art exhibit.
5. Completing Student Attitude Sheet.

RECORD ALBUM COVER

RHAPSODY IN BLUE

George Gershwin

107

SPC 23115
LONDON

117

113

BILLBOARD



Name _____

Occupational Cluster Fine Arts and Humanities - Teacher, Art

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Reading Career Information Sheet					
Designing a record album					
Painting miniature billboard of sport					
Planning an art exhibit					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLES: Editor, Book

DOT CODE: 132.067-014

DUTIES:

The duties of editors of books include securing, selecting, and coordinating publications of manuscripts in book form. They review submitted manuscripts, determine demands based on consumer trends and personal knowledge, and make recommendations regarding procurements and revisions. Editors confer with authors and publishers to make arrangements for purchases and details such as publication date, royalties, and number of copies to be printed. Depending upon the place of employment, some editors may coordinate designs and production activities. They may assign and supervise an editorial staff. Lastly, some editors may contract designs and productions or personally design and produce books.

WHERE EMPLOYED:

Editors are employed by book publishers and other communications media to supervise or direct the preparation of materials for publication.

EMPLOYMENT OUTLOOK:

According to employment research studies, graduates of journalism schools may face keen competition for media jobs through the 1980's. The majority of job openings will result from the need to replace present workers who retire or leave the profession for other reasons.

EDUCATION AND TRAINING:

While in high school, aspirants to book editors should complete a college entrance program which includes all possible courses in English, foreign languages, social studies, and the sciences. Other courses which may prove beneficial include note-taking, typing, and public speaking.

A bachelor's degree, combined with several years of journalism experience, is usually necessary to qualify for editorial positions. Some employers will accept applicants who majored in English, communications, and liberal arts; however, they prefer that applicants to beginning jobs have bachelors' degrees in journalism.

SPECIAL QUALIFICATIONS: Persons aspiring a career as book editor should have above average intelligence, writing ability, and keen interest in current events. They should possess initiative, sound judgment, tact, imagination, a good memory, and patience. The ability to concentrate, to adapt to a variety of assignments, and to work under pressure is essential. In addition, aspirants should be alert, curious, well-organized, mature, and objective. Physical stamina, a neat appearance, and a sense of humor are additional qualifications necessary for success as a book editor.

EARNINGS AND ADDITIONAL BENEFITS: Earnings will depend upon the employers' assignments and levels of responsibility, the size, type, and geographical location of the employing organizations. Top editorial positions may earn weekly salaries ranging from \$200 to well over \$750. Most employers provide fringe benefits such as holidays and vacations with pay, sick leave, medical and life insurance, and some type of retirement plan.

WORKING CONDITIONS/LIFESTYLES: Physical surroundings of book editors are generally comfortable, well-lighted, and air-conditioned. Their desks are often cluttered with copy, proofs, photographs, mail, and other paper work. The work is demanding and requires a great deal of

responsibility. Editors often work under pressure to complete necessary copy changes and to meet publication deadlines. Book editors generally work a normal five-day, 40-hour week. However, overtime hours may be required at times to meet publication deadlines.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Literary Arts

REPRESENTATIVE JOB TITLES:

Editor, Book	132.067-014
Editor, Greeting Card	132.067-022
Editor, News	132.067-026
Editorial Assistant	132.267-014

OCCUPATIONAL TASK: Preparing materials for publishing

OCCUPATIONAL COMPETENCY: Proofreading and arranging articles
for a magazine



RESOURCES and/or MATERIALS

1. Career Information Sheet.
2. Worksheet A - "Just a Plain Old Peanut."
3. Worksheet B - Format for Publisher
4. Worksheet C - Planning a Format for Magazine Publication
5. Choosing To Be An Editor
6. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the duties of an editor.
2. Detect typographical and other inadvertent errors.
3. Plan a draft for incorporating a variety of articles into a magazine publication.

LEARNING ACTIVITIES

1. Read and discuss Career Information Sheet.
2. Examine a book and/or magazine to determine different categories.
3. Capitalize and punctuate properly Worksheet A: Just a Plain Old Peanut.
4. Develop a table of contents that could be used in publishing all the titles of nursery rhymes on Worksheet B.
5. Plan a format for including a variety of articles into a magazine for junior-high age reading. Worksheet C should be used in completing this part of the assignment.
6. Read advertisements from book clubs to see what kinds of books are being advertised and/or reviewed. Make some general comments about books being published for junior-high age readers.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing and submitting to the teacher Worksheets A, B, and C.
3. Completing Student Attitude Sheet.

WORKSHEET A

(Capitalize and punctuate properly the following article. The numbers in parentheses indicate the corrections and/or additions that should be made.)

just a plain old peanut (4)

i bet you think that im just a little old peanut (3)
did you ever eat me on a sandwich (2) did you know that i
may have fried your french fries (2) did you know part of me
was on your toast this morning (2) did you know you used me
when you washed your hands (2) i bet you didnt (3)

whats even worse they feed me to cattle and chickens
walk on me (3) your mother even cleans with me and did you
know she even puts me on her face (2) you even walk on me (2).
im in linoleum and in the soles of your shoes (3)

look at that pretty color in your shirt or blouse (2)
did you know that i helped make that color (2) did you know
that im in the words in the newspaper (2) i even blow up
things (2)

but you know - i was once just a little old peanut grow-
ing under the ground in the dark people digging me up roast-
ing me and eating me (6)

you know long ago there was a poor little black boy
named george washington carver who looked at me and said to
himself i bet that little peanut could do many things (10)

do you know that little boy studied hard in school and he went on to college and worked and worked with me (2) and do you know (very softly) - he made me so important that i am in at least 300 products (2) just think how important george washington carver made me - just a little old peanut (5)

his mother must have known that he would do great things giving him such an important name - george washington carver (5)

the next time you eat me - just think how important i am - not just a little old peanut (3) i am so important that a former president jimmy carter grows me or grew me (6)



KEY

Worksheet A

Just a Plain Old Peanut
Written by
Judith Heishman
Baker, WV

I bet you think that I'm just a little old peanut. Did you ever eat me on a sandwich? Did you know that I may have fried your french fries? Did you know part of me was on your toast this morning? Did you know you used me when you washed your hands? I bet you didn't!

What's even worse they feed me to cattle and chickens walk on me! I'm in linoleum and in the soles of your shoes.

Look at that pretty color in your shirt or blouse. Did you know that I helped make that color? Did you know that I'm in the words in the newspaper? I even blow up things!

But you know - I was once just a little old peanut growing under the ground in the dark, people digging me up, roasting me, and eating me.

You know, long ago, there was a poor little black boy named George Washington Carver who looked at me and said to himself, "I bet that little peanut could do many things."

Do you know that little boy studied hard in school and he went on to college and worked and worked with me. And do you know (very softly) - he made me so important that I am in at least 300 products. Just think how important George Washington Carver made me - just a little old peanut.

The next time you eat me - just think how important I am - not just a little old peanut. I am so important that a former president, Jimmy Carter, grows me or grew me.



WORKSHEET B

Arrange the following 20 Mother Goose Nursery Rhyme titles into table of contents for publication in a book for a target group of five-year old children.

Old Mother Hubbard
Georgie Porgie
Little Bo-Peep
Willie Winkie
Old King Cole
Peter, Peter, Pumpkin Eater
Mary Had A Little Lamb
Old Mother Goose
Little Boy Blue
Humpty Dumpty
Little Miss Muffet
Yankee Doodle
Tom, Tom, The Piper's Son
Jack Sprat
Simple Simon
Little Polly Flinders
Baa, Baa, Black Sheep
Little Tommy Tittlemouse
Curly Locks
Jack And Jill

WORKSHEET C

Planning a Format for Magazine
Publication

Stories (Length of stories range 1 - 6 pages each.)

Who Will Control the Weather?
65 Million Women Want My Husband!
Do Clouds Sleep?
My Secrets of Losing Weight, Exercise
Work Less, Get More Done
Are We headed For Another Great Depression?
Are Annual Physicals Really Necessary?

Advertisements (Length of Advertisements 1 - 2 pages each.)

State Farm Insurance
Night of OLAY
Crest Toothpaste
Primatene Mist
Bell System
Ultra Fine Flair Pen
Tender Vittles
Gaines Burgers
Sanka
Timex

Personal Incidents (300 words or less in each area.)

Life in These United States
Humor in Uniform (experiences in the armed services)
Campus Comedy (life at college)
All in a Day's Work (humor on the job)
Toward More Picturesque Speech
Laughter
Quotable Quotes
Time Out for Sports

Choosing To Be An Editor

The title, editor, appears in a variety of occupations. For your information, here is a list of occupational titles which include editor.

1. Editor-in-Chief
2. Managing Editors
3. Executive Editor, International
4. Assistant Managing Editors
5. Senior Staff Editors
6. Senior Editors
7. Roving Editors
8. Associate Editors
9. Copy Editors
10. Art Editors
11. Associate Art Editors
12. Assistant Art Editors
13. Research Editors
14. Washington Bureau: Senior Editors
15. Associate Editor
16. Business Manager (Editorial)
17. Editorial Correspondence
18. Assistant to the Editor
19. Index Editor
20. Deputy Executive Editor

Name _____

Occupational Cluster Fine Arts and Humanities - Editor, Book

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading Career Information Sheet					
Capitalizing and punctuating articles					
Developing a table of contents					
Planning a format for a magazine publication					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Editor, Film

DOT CODE: 962.264-010

DUTIES:

The duties of the film editor involve editing motion picture films, television video tapes, and sound tracks. S/he evaluates and selects scenes in terms of dramatic and entertainment value and story continuity. The film editor trims film segments to specified lengths and reassembles segments in sequence that presents a story with maximum effect. S/he reviews assembled film on screen and makes corrections. Specializations may be made in particular fields of film editing, such as feature, news, sound, sound effects, or music.

WHERE EMPLOYED:

Places for possible employment may include motion picture and television companies.

EMPLOYMENT OUTLOOK:

The employment outlook for film editors is expected to grow slowly during this decade. People who are experienced in all areas of film making should expect to find jobs. People aspiring to work as film editors should be willing to work in other areas of the art to gain experience.

EDUCATION AND TRAINING:

There is no required way to get into television and film production work. However, possessing specific skills may definitely prove an asset. For example, business background, legal background, technical background like engineering, or the use of cameras should help the decision for employment to become more favorable. Some people enter the film editor's position upon receiving a four-year degree in broadcasting, film, or communications; courses at a two-year

community college, or a vocational school, internships, and apprenticeships include other suggestions for becoming prepared to become film editors.

SPECIAL QUALIFICATIONS: The work of film editors requires a special temperament. S/he should be able to work well with people even under less-than-friendly conditions. Because the filmmaking process takes so long a time, patience is required of the film editor.

EARNINGS AND ADDITIONAL BENEFITS: The earnings for a film editor may depend upon his/her experience and talent, the size of the station or studio for which s/he is employed, and other factors. Insurance premiums and vacations with pay may also be included among the fringe benefits.

WORKING CONDITIONS/LIFESTYLES: The film editor may be required to work irregular hours, depending upon the amount of work to be completed and the deadline.

INDUSTRIAL OCCUPATIONS

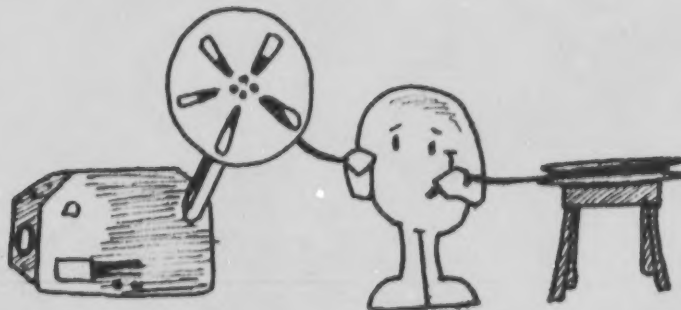
OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Literary Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Editor, Film	962.264-010
	Communications	
	Technician	
	(education)	962.362-010
	Sound Cutter	
	(motion picture)	962.382-014

OCCUPATIONAL TASK: Sequencing scenes for a story

OCCUPATIONAL COMPETENCY: Selecting animals for "Old MacDonald Had a Farm"



RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Better understand the duties of a film editor.
2. Arrange pictures of animals to match the song, "Old MacDonald Had a Farm."

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Sing song, "Old MacDonald Had a Farm" softly as a class for a review.
3. Sequence the pictures so that the music and pictures could be used to relate a story.



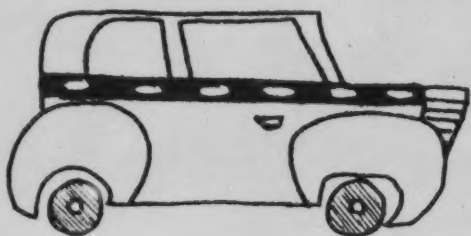
EVALUATION PROCEDURES

Your evaluation will consist of:

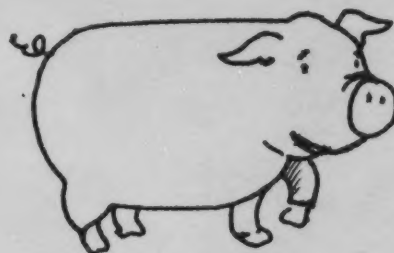
1. Participating in group singing.
2. Sequencing pictures to properly match the words of "Old MacDonald Had a Farm."

WORKSHEET A

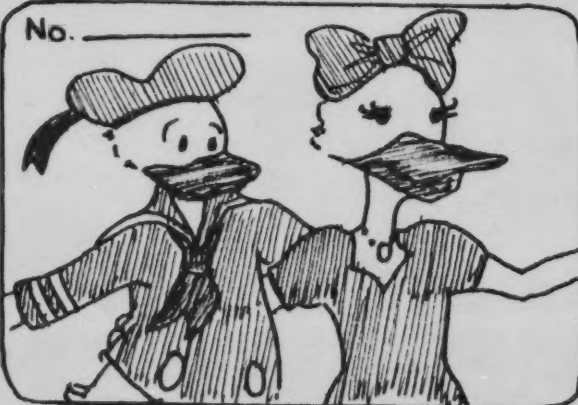
No. _____



No. _____



No. _____



No. _____



No. _____



No. _____



KEY
WORKSHEET A

No. 1	<u>Chick</u>
No. 2	<u>Duck</u>
No. 3	<u>Pig</u>
No. 4	<u>Sheep</u>
No. 5	<u>Cow</u>
No. 6	<u>Ford</u>

130

CAREER INFORMATION SHEET

JOB TITLE: Editor, Publications

DOT CODE: 132.037-022

DUTIES:

The duties of the publications editor include planning, coordinating, and directing editorial activities. S/he may also be involved in supervising workers who assist in selecting and preparing material for publication in magazines, trade journals, house organs, and related publications. The editor, if necessary, confers with executives, department heads, and editorial staff to formulate policy, coordinate department activities, establish production schedules, solve publication problems, and discuss makeup plans and organizational changes. S/he may be required to write and/or assign staff members or freelance writers to write articles, reports, editorials, reviews, and other material. In addition, s/he reads and evaluates materials submitted for publication consideration. Also, the editor organizes material, plans overall and individual page layouts, and selects type. Lastly, s/he reviews final proofs and approves or makes changes.

WHERE EMPLOYED:

Editors are employed by magazines, trade journals, radio and television stations, and other communications media companies. Others work for governmental agencies or nonprofit organizations, editing reports, brochures, and other publications.

EMPLOYMENT OUTLOOK:

Persons seeking employment as publication editors may expect to face keen competition for jobs through the remainder of this decade. The number of persons qualified to enter this field far exceeds the positions

available, and this trend is expected to continue throughout the 1980's. Some job openings will result when present workers retire or leave the profession for other reasons.

EDUCATION AND TRAINING: Courses in English, social studies, foreign languages, and the sciences should be completed while in high school. Typing, notetaking, and public speaking may also be helpful. A bachelor's degree, combined with several years of journalism experience, is usually necessary to qualify for editorial positions. New graduates are usually hired for entry level jobs and advance to editorial positions by successfully performing assigned duties and gaining experience with the company who employed them.

SPECIAL QUALIFICATIONS: Publication editors should possess initiative, sound judgment, tact, imagination, a good memory, and patience. They should have the ability to get along well with people, be able to accept criticism, and have initiative to develop leadership roles and responsibility.

EARNINGS AND ADDITIONAL BENEFITS: Earnings and other benefits will depend on the employees' assignments and levels of responsibility, size, type, and geographical location of the employing organizations. Most employers provide fringe benefits which include holidays and vacations with pay, sick leave, medical and life insurance, and some type of retirement.

WORKING CONDITIONS/LIFESTYLES: Working conditions are favorable. The working environment is generally comfortable, well-lighted, and air-conditioned. They are frequently

in contact with other workers and may attend numerous meetings and conferences. In some cases, it may be necessary to do a lot of traveling. The work may be demanding and require a great deal of responsibility. Editors often work under pressure to complete necessary copy changes and to meet publication deadlines. They are also subject to frequent telephone calls and staff personnel who all may have varied opinions on any aspect of magazine production.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Literary Arts

REPRESENTATIVE JOB TITLES:

Editor, Publications	132.037-022
Story Editor	132.037-026
Editor, Greeting Card	132.067-022
Editor, Technical and Scientific Publications	132.017-018

OCCUPATIONAL TASK: Exploring duties of a publications editor

OCCUPATIONAL COMPETENCY: Editing articles for publication

RESOURCES and/or MATERIALS

1. Copies of Worksheet A - Articles for Newsletter
 - (a) Our Mod Prevocational Exploration Class
 - (b) Prevocational Exploration Program to be Held
 - (c) Prevocational Exploration "Sees" Shot Gun Shells
Processed From Corn
2. Student Attitude Sheets



LEARNING OBJECTIVES

Upon completion of the learning activities, you should be able to:

1. Better understand the responsibilities of the Publications Editor.
2. Identify errors and indicate corrections to be made for articles' publication in newsletter.
3. Make needed corrections in the articles.
4. Decide upon a theme for newsletter.

LEARNING ACTIVITIES

1. Read Career Information Sheet pertaining to Publications Editor.
2. Edit the three articles for grammar, style, and spelling.
3. Develop an overall theme for a newsletter of Prevocational Exploration containing the three edited articles.
4. Produce appropriate art work for the two-page newsletter.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Editing the three articles and submitting revised copies to the teacher.
2. Developing an appropriate theme for a newsletter representing your school.
3. Arranging the corrected articles, theme, and art work for the newsletter.
4. Completing Student Attitude Sheet.

WORKSHEET A

Some of the time publication editors are involved in reviewing final proofs of articles which have been submitted for publication. This activity has been designed for the student to read carefully, identify errors, and rewrite the articles for publication.

OUR MOD PREVOCATIONAL EXPLORATOON CLAS

Many studints areenrolled in Prevocational Exploration clases across West Virginia. Perhaps some of the studints are anticipating that the Prevocational clas will be a real drag. Involvement in exciting activities executed by classroom teachers may change that attitude very soon.

With the humor of some of the more flabberghasting students and the endurance of someofthe less humorous, the Prevocational Exploration classes should experience a rather pleasant atmosphere. All students sillbe encouraged to participate in a variety of "hands-on" activities. Hopefully, these activities will help students to become more familiar with the world of work.

Hope Jobson
Ninth Grade

PREVOCATIONAL EXPLORATION PROGRAM TO BE HELD

The Prevocational Exploration Career Club sill hold it's yearly activity on Monday night, May 12. All of the Prevocational Exploration students are expecteed to asist in carrying out this programme.

It should really be a night to remember! The various laboratory teachers will be presenting 16 certificates for outstanding achievements during this year. Special recognition of Prevocational Exploration sweethearts will be made by the guidance counselor.

The guest speaker at the annual event will be Robert Martin, Career Education Coordinator, Bureau of Vocational Technical Education in Charleston.

Students in Prevocational Exploration classes are planning to present a 30-minute play, "First Things First," which has been written by selected class members earlier this year.

The public is invited and encouraged to attend the Prevocational Exploration activiites on Monday, May 12, and view a display of shadow boxes developed by students depicting their choices of occupations.

Peep Seeall
Ninth Grade

WORKSHEET A (Continued)

PREVOCATIONAL EXPLORATION "SEES" SHOT GUN SHELLS
PROCESSED FROM CORN

When we recently saw a film about corn, we lerned that records, shot gun shells, shoee polish, cigarettes, some leathers, venetian blinds, ink, and cosmetics all have corn as a comon ingredient.

Believe it or not, we in Prevocational Exploration are finally realizing that there is dignity in all honest work.

J. B. Cookover
Ninth Grade



KEY

WORKSHEET A

OUR MOD PREVOCATIONAL EXPLORATION CLASS

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Believe it or not, we in Prevocational Exploration are finally realizing that there is dignity in all honest work.

J. B. Shook
Ninth Grade

CAREER INFORMATION SHEET

JOB TITLE: Lexicographer

DOT CODE: 132.067-018

DUTIES:

The lexicographer organizes research material and writes dictionary definitions. S/he conducts or directs research to discover origin, spelling, syllabication, pronunciation, meaning, and usage of words. Sometimes related editorial duties are performed by him/her. S/he may select drawings or other graphic material to illustrate word meaning. Specialization in a particular type of dictionary may be completed in areas such as medical, electronic, or industrial. For example, lexicographers may be concerned with dictionaries most commonly used to verify approved spelling and use. Others may concentrate on bilingual translations, abbreviations, or perhaps thesaurus writing where words and ideas are expressed in suitable synonyms, antonyms, and all associated phrases and expressions.

WHERE EMPLOYED:

Lexicographers are employed by dictionary publishers, professional and industrial organizations, Federal Government, and universities. Some are employed as college teachers either in linguistics or in related courses.

EMPLOYMENT OUTLOOK:

Numerically, this is a limited career. However, because of the high qualifications and training required, there usually is no difficulty in finding positions by those who are well prepared and qualified.

EDUCATION AND TRAINING:

A high school academic program including mathematics, science, and all the English and language courses possible is recommended

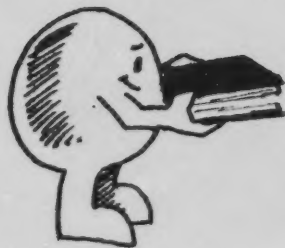
for persons interested in pursuing lexicography for a career. Those who wish to qualify for this field must have a bachelor's degree with further study at the graduate level. Schools may not offer majors in lexicography at either the undergraduate or graduate level, but in linguistics which includes lexicography along with other relevant courses such as historical linguistics, comparative linguistics, linguistic analysis, and courses in particular languages or language groups.

SPECIAL QUALIFICATIONS: Patience, precision for mental work, perfection, and exactness, combined with a methodical and analytical memory are very important. Also, lexicography demands that aspirants have the ability, desire, and perseverance to study on a difficult post-graduate level and to aspire to responsible positions.

EARNINGS AND ADDITIONAL BENEFITS: Salaries vary according to the title held, the employing organization, and job assignment. Earnings can be expected to range from about \$7500 for beginning assistants to \$18,000 or more for experienced lexicographers. In general, most lexicographers work a 35 to 40-hour, five-day week. Occasionally, overtime may be necessary to meet publishing deadlines or when traveling or doing extended research. Those engaged in college or university teaching have working hours comparable to other instructors.

WORKING CONDITIONS/LIFESTYLES: Very good working conditions can be expected for lexicographers. The profession carries prestige and many lexicographers hold high ranking positions in private businesses, government agencies, and in universities as professors or heads of departments. Lexicographers spend

much of their time sitting at desks editing and correcting precise, exacting material. In addition, some jobs may involve visiting libraries, manuscript storage vaults, and other reference sources.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Literary Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Lexicographer	132.067-018
	Interpreter	137.267-010
	Editor, Department	132.037-018
	Librarian	100.167-026

OCCUPATIONAL TASK: Organizing materials for a dictionary

OCCUPATIONAL COMPETENCY: Illustrating word meanings with drawings



RESOURCES and/or MATERIALS

1. Dictionaries (for student to compare formats)
2. Information Sheet - "C" Words with Meanings
3. 2 x 2 plain paper (15 per student for drawings)
4. Student Attitude Sheets

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Better understand some of the duties pertaining to lexicographer.
2. Alphabetize 15 words correctly.
3. Select/design pictures to illustrate word meanings.

LEARNING ACTIVITIES

1. Teacher discusses Career Information Sheet with class.
2. Students alphabetize 15 words beginning with "C".
3. Students select/design pictures to illustrate word meanings on 2 x 2 pieces of cut papers.
4. Attach pictures to margin of words and definitions.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Alphabetizing 15 words beginning with "C".
2. Illustrating 15 words with pictures.
3. Completing Student Attitude Sheet.



INFORMATION SHEET

"C" Words with Meanings

1. cabbage An edible plant grown in temperate climates throughout the world and having a short, thick stalk, and a large head formed by tightly overlapping green or reddish leaves.
2. cylinder 1. Geometry. a. A surface generated by a straight line moving parallel to a fixed straight line and intersecting a plane curve. b. The portion of such a surface bounded by two parallel planes and the regions of the planes bounded by the surface. c. A solid bounded by two parallel planes and such a surface having a closed curve, especially a circle.
3. can 1. A metal container. 2.a. An airtight container, usually made of tin-coated iron, in which foods or beverages are preserved. b. The contents of such a container; a canful.
4. cycloid 1. Resembling a circle. 2. Zoology, thin, rounded, and smooth edged; dislike. Said of fish scales. 3. Geometry. The curve traced by a point on the circumference of a circle that rolls on a straight line.
5. collar The part of a garment that encircles the neck. 2. A necklace. 3. A restraining or identifying band of leather or metal put around the neck of an animal.
6. custard apples A tropical American tree, bearing large, heart-shaped fruit. 2. The fruit of this tree, having edible, fleshy pulp.
7. comic strip A narrative series of cartoons.
8. cantaloupe 1. A variety of melon having fruit with a ribbed, rough rind and aromatic orange flesh. 2. Any of several similar melons. 3. The fruits of any of these plants.
9. comb 1. A thin, toothed strip of plastic, bone, rubber, or other material, used to smooth, arrange, or fasten the hair. 2. A curry-comb.

- | | |
|---------------------|---|
| 10. carrot | 1. A widely cultivated plant, having finely divided leaves, flat clusters of small white flowers, and an edible, yellow-orange root.
2. The long, tapering root of this plant, eaten as a vegetable. |
| 11. cleaner | A heavy, axlike knife or hatchet used by butchers. |
| 12. chromosome | A DNA-containing linear body of the cell nuclei of plants and animals, responsible for the determination and transmission of hereditary characteristics. |
| 13. cerebral cortex | The extensive outer layer of gray tissue of the cerebral hemispheres, largely responsible for higher nervous functions. |
| 14. cattail | Any of several marsh plants having long, straplike leaves and a dense, cylindrical head of minute brown flowers. |
| 15. cancer | 1. A constellation in the Northern Hemisphere near Leo and Gemini. 2. The fourth sign of the zodiac. Also called the "crab." |

Cab

Cafe

Cheer

cortex

crust



155

"C" Words with Meanings

Students should look up each word in a dictionary and record the definition after the typed word on this activity sheet. Pictures should be drawn on 2 X 2 pieces of paper and positioned under the indicated words.

1. cabbage

2. can

3. cancer

4. cantaloupe

5. carrot

6. cattail

7. cerebral cortex

157

8. chromosome

9. cleaner

10. collar

11. comb

12. comic strip

13. custard apples

14. cycloid

15. cylinder (right circular)

KEY

"C" Words with Meanings

1. cabbage



An edible plant grown in temperate climates throughout the world and having a short, thick stalk, and a large head formed by tightly overlapping green or reddish leaves.

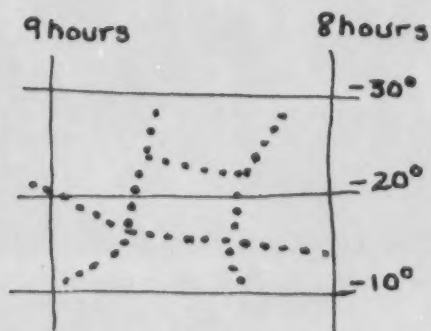
2. can



1. A metal container. 2.a. An airtight container, usually made of tin-coated iron, in which foods or beverages are preserved. b. The contents of such a container; a canful.

3. cancer

1. A constellation in the Northern Hemisphere near Leo and Gemini. 2. The fourth sign of the zodiac. Also called the "crab."



4. cantaloupe



1. A variety of melon having fruit with a ribbed, rough rind and aromatic orange flesh. 2. Any of several similar melons. 3. The fruits of any of these plants.

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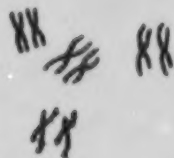
7. cerebral cortex



The extensive outer layer of gray tissue of the cerebral hemispheres, largely responsible for higher nervous functions.

8. chromosome

A DNA-containing linear body of the cell nuclei of plants and animals, responsible for the determination and transmission of hereditary characteristics.



9. cleaner

A heavy, axlike knife or hatchet used by butchers.



10. collar

The part of a garment that encircles the neck. 2. A necklace. 3. A restraining or identifying band of leather or metal put around the neck of an animal.



11. comb

1. A thin, toothed strip of plastic, bone, rubber, or other material, used to smooth, arrange, or fasten the hair. 2. A currycomb.



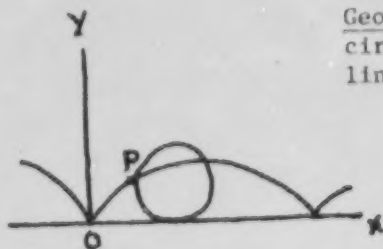
12. comic strip A narrative series of cartoons.



13. custard apples A tropical American tree, bearing large, heart-shaped fruit. 2. The fruit of this tree, having edible, fleshy pulp.



14. cycloid



1. Resembling a circle. 2. Zoology, thin, rounded, and smooth edged; dislike. Said of fish scales. 3. Geometry. The curve traced by a point on the circumference of a circle that rolls on a straight line.

15. cylinder (right circular)



1. Geometry. a. A surface generated by a straight line moving parallel to a fixed straight line and intersecting a plane curve. b. The portion of such a surface bounded by two parallel planes and the regions of the planes bounded by the surface. c. A solid bounded by two parallel planes and such a surface having a closed curve, especially a circle.

Name _____

Occupational Cluster Fine Arts and Humanities - Lexicographer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Alphabetizing words beginning with "C"					
Illustrating words with pictures					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Playwright

DOT CODE: 131.067-038

DUTIES:

The duties of a playwright include writing original plays, such as tragedies, comedies, or dramas, or adapting themes from fictional, historical, or narrative sources, for dramatic presentation. Usually the plays involve action, conflict, purpose, and resolution to depict a series of events from imaginary or real life situations. S/he writes dialogue and describes action to be followed during enactment of the play. Lastly, the playwright revises the script during rehearsals and preparation for initial showing.

WHERE EMPLOYED:

Playwrights may seek and find employment with motion picture industries, theaters, and/or television industries. Many playwrights are self-employed while they create original manuscripts.

EMPLOYMENT OUTLOOK:

More talented playwrights are in demand. The motion picture industry, theater, and television industry are constantly looking for new, fresh material.

EDUCATION AND TRAINING:

College training is becoming increasingly a requirement for successful playwrights. In addition to a major in a specialized field, the college program should include courses in social sciences, literature, creative writing, and languages. A thorough knowledge of English is imperative and typing skills would be an asset. Technical knowledge and professional criticism of creative work may be obtained should an aspirant pursue some graduate training.

SPECIAL QUALIFICATIONS: Aspirants should be creative, imaginative, and interested in the medium for which they wish to write. High intelligence, considerable patience, and a deep and thorough understanding of human nature are also necessary for a successful playwright. S/he should be able to take criticism and do considerable rewriting when necessary.

WORKING CONDITIONS/LIFESTYLES:

Working conditions of playwrights vary. Some have other jobs and write during their spare time. Playwrights who are established in their profession may write full time in their homes or in small offices. Sometimes playwrights are provided an office in a theater, television studio, or a motion-picture studio. Some playwrights work under contract to complete a play or a number of plays within a specific period of time. Under such circumstances, they may work long irregular hours, often under pressure to fulfill these agreements. Some playwrights may work as few as two to three hours a day and take a year to write a play; some may take a few weeks to write the play and spend a year or more revising and rewriting it; and still others may write and "polish" their play in a few weeks.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Literary Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Playwright	131.067-038
	Lyricist (lyric writer; song writer)	131.067-034
	Poet	131.067-042
	Writer, Prose, Fiction, and Nonfiction	131.067-046

OCCUPATIONAL TASK: Writing original plays

OCCUPATIONAL COMPETENCY: Developing one-act plays involving
three characters



RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Playwriters' Glossary of Terms
3. Copies of Game: P L A Y O
4. Information Sheet A
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Pronounce 30 terms printed in the Playwriters' Glossary of terms.
2. Identify playwright's term in P L A Y O game when definition is read aloud.
3. Communicate an idea through dramatization to an audience.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Review Playwriters' Glossary of Terms.
3. Play the game: P L A Y O.
4. Divide class into groups consisting of four or five students. Each group should develop a one-act play involving three characters.
5. Develop a variety of one-act plays. Examples include comedy, tragedy, romantic, farce, and/or naturalistic plays.
6. Review Information Sheet A.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Playing the game: P L A Y O.
2. Making contributions in the development of an original one-act play.
3. Participating in presentation of a play.
4. Completing Student Attitude Sheet.

INFORMATION SHEET A

A playwright is responsible for developing a play that will give pleasure to the persons taking part in the play and to the audience that sees it. While writing the original play, the playwright should try to visualize the entire play in action, follow the movement, and hear the dialogue as it may be spoken.

Usually s/he establishes a leading character of some quality for whose sake the action of the play takes place. Other characters make contributions in helping the play to develop into well-defined situations. More acceptable plays portray definite characters demonstrating some interesting relationships to each other, while keeping the audience in suspense, and reaching a conclusion which gives pleasure.

Examples of plays in which playwrights may develop expertise include:

- (a) A comedy play views life in its absurd aspects. It depends upon the conflict of characters so that it needs personality and command of the stage. It is regarded as the most difficult type of play to write.
- (b) The tragedy play is concerned with serious treats of calamitous events, such as evil and human failure in a manner that makes suffering significant. It requires a sure touch in the players, ability to create clear-cut characters, and to induce and maintain a tense atmosphere. Tragedies are considered as difficult to write.
- (c) A farce is a type of play that consists of absurd and improbable situations. However, elements of character are developed during the presentation of situations of absurd behavior.
- (d) Romance plays are concerned with love in an ideal manner. Religious plays are categorized as romance because they are in the sphere of ideal imagination.
- (e) Naturalism plays portray ordinary people in common life. Comedies and tragedies may be appropriately placed in this category. These plays represent people familiar and are usually simple to stage and to cast.

PLAYWRITERS' GLOSSARY OF TERMS

Squares from colored paper should be cut and used to place on individual blocks to indicate proper identification.

Cut each term and definition into single unit so that definition can be read aloud to class. The students should try to locate the terms on mimeographed sheet for playing P L A Y O. The winner calls out PLAYO when all terms are identified in four corners, straight across, down, and/or diagonally as in regular bingo.

1. Character: A part taken by an actor/actress on the stage.
2. Pageant: A spectacular play with processions.
3. Comedian: A comic actor.
4. Comedienne: A woman comic actor.
5. Star: An actor/actress, playing a leading part, whose name is displayed as the leading actor in connection with a production.
6. Scene: One of the divisions of a play.
7. Sketch: A short play, with few characters, dealing with a single incident, lasting from five to twenty minutes.
8. Repertory: A stock of plays ready for performance.
9. Role: A part taken by an actor/actress in a play.
10. Decor: The scenery, or setting, of a play.
11. Revue: A play consisting of a number of short scenes which may or may not be related with music and dancing.
12. Theater: A building designed for the performance of plays.
13. Drama: Plays in general. A play with a serious ending.
14. Dramatist: A writer of plays. A playwright.
15. Amateur: One who cultivates acting as a pastime, as distinguished from one who follows it professionally.

16. Burlesque: A play, or part, in which exaggerated mockery is made of persons or a situation.
17. Climax: The culmination of the action of a play.
18. Pastoral: A romantic play in a rural setting.
19. Playwright: One who writes plays.
20. Playgoer: One who attends the theater.
21. Cast: The actors/actresses in a play.
22. Playhouse: A theater.
23. Intermission: The time between the acts of a theatrical performance.
24. Monologue: A long speech or talk made by one person.
25. Melodrama: A dramatic presentation characterized by suspense, sensational episodes, romantic sentiment, and a happy ending.
26. Comedy: A play that is humorous in its treatment of theme and character and has a happy ending.
27. Farce: A theatrical composition consisting of absurd and improbable situations.
28. Tragedy: A play that seriously treats of calamitous events and has an unhappy but meaningful ending.
29. Tragicomedy: A play that combines elements of both tragedy and comedy.
30. Naturalism: A play that depicts ordinary people in common life.

P	L	A	Y	O
CLIMAX	MELO- DRAMA	INTER- MISSION	CHARACTER ^R	PASTORAL
TRAGI- COMEDY	STAR	PLAY- GOER	ROLE	CAS ^T
MONOLOGUE	AMATEUR ^R	F R E E	COMEDY	SCENE
DECOR	FARCE	TRAGEDY	SKETCH	THEATER ^R
COMEDY ^{ENNE}	REVUE	PLAYHOUSE	BURLESQUE	DRAMA

P	L	A	Y	O
PAGEANT	DRAMA	PASTORAL	COMEDY	REPERTORY
INTERMISSION	COMEDIAN	AMATEUR	PLAYWRIGHT	DECOR
CLIMAX	CAST	FREE	PLAYHOUSE	SCENE
FARCE	DRAMATIST	REVUE	NATURALISM	TRAGEDY
CHARACTER	MELODRAMA	STAR	MONOLOGUE	ROLE

Name _____

Occupational Cluster Fine Arts and Humanities - Playwright

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reviewing "Playwrights Glossary of Terms"					
Playing game: PLAYO					
Developing one-act plays					
Participating in one-act plays					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Producer (Motion Picture) DOT CODE: 187.167-174

DUTIES:

The motion picture producer selects plays or scripts for production, takes care of finances, and oversees activities of persons working on the film. A producer of motion pictures coordinates activities of personnel engaged in writing, directing, editing, and producing movies. S/he reviews synopses and scripts and directs adaptation for the screen. Sometimes the producer has the responsibility for selecting the principal members of cast and key production staff members. In addition, s/he reviews filmed scenes of each day's shooting, orders, retakes, and approves final editing of filmed productions. Lastly, the producer may conduct meetings with the director, screen writer, and other staff members to discuss production progress and results.

WHERE EMPLOYED:

Many producers work for the theater as well as for motion pictures. Most producers begin as assistants in small studios. Some producers move into the education and public affairs field, where they work for schools, churches, and civic organizations.

EMPLOYMENT OUTLOOK:

The outlook in the motion picture industry is expected to remain fairly good throughout the 1980's. Many new film companies are becoming established. Competition may be keen in larger studios. Most openings will result from workers being promoted, retiring, or leaving the field for other reasons.

EDUCATION AND TRAINING:

A bachelor's degree with a major in English, communications, or some other liberal arts subject is the

minimum requirement for becoming a motion picture producer. Courses in public speaking, electronics, engineering, business administration accompanied by experience with staging and drama techniques should be extremely valuable to a producer.

SPECIAL QUALIFICATIONS: The ability to get along well with many different kinds of people is necessary. S/he should be quite intelligent, organized, and able to remember many details. The producer should be outgoing, cheerful, and have a good personal appearance. Diplomacy and tact are necessary when working with his/her staff, performers, writers, and others. Patience is a must. During technical difficulties or problems among performers, the producer should be calm and see that the film production runs smoothly. S/he should be able to work under the pressure of strict deadlines.

EARNINGS AND ADDITIONAL BENEFITS: The earnings of film producers vary, depending on employer and personal experience. Many film producers start at about \$20,000 a year. With experience, they may earn more than \$25,000 annually. Producers receive benefits such as vacation time, sick leave, pension, and insurance. Many belong to the Directors Guild Association which sees that the producers' rights are protected.

WORKING CONDITIONS/LIFESTYLES: The usual work week for a producer is forty hours. In addition, working hours may be spent during evenings, weekends, and/or on holidays. Much of the work has to be completed under pressure because of the necessity for meeting deadlines. Bright lights in the studio may cause the area to become quite hot and often uncomfortable. On the other hand, much time

may be spent in a comfortable office
planning schedules or discussing
important matters with staff members.



177

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Literary Arts

REPRESENTATIVE JOB TITLES: Producer (Motion Picture) 187.167-174
Producer, Assistant 187.167-182

OCCUPATIONAL TASK: Exploring responsibilities of producers

OCCUPATIONAL COMPETENCY: Developing and presenting a puppet show



RESOURCES and/or MATERIALS

1. Career Information Sheets
2. Suggestion for Creating Puppets
3. Cardboard box
4. Construction paper
5. Glue
6. Scotch tape
7. Materials for two puppets
8. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the behind-the-scene activities of a theater production.
2. Realize the importance of effective interpersonal skills.
3. Develop a simple puppet show.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Divide the class into three groups and assign committees to develop:
 - a. A 10-minute script using only two speakers
 - b. Construct a set using a cardboard box (approximately 20 x 14 inches)
 - c. Construct two puppets
3. Present the 10-minute puppet show.

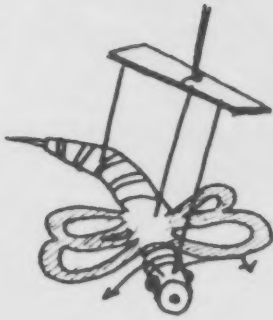


EVALUATION PROCEDURES

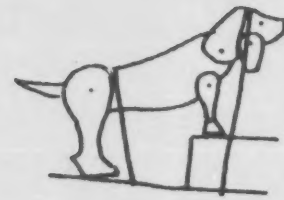
Your evaluation will consist of:

1. Participation in assigned small group activity.
2. Completing and submitting to the teacher the Student Attitude Sheet.

Types of Puppets



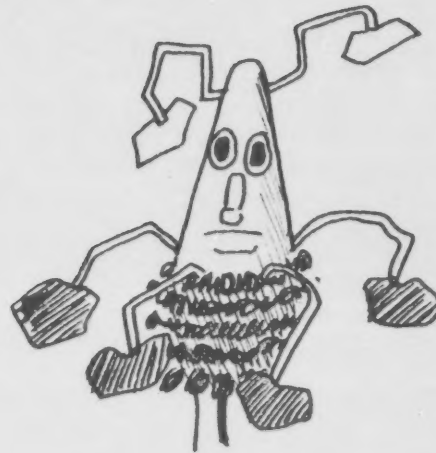
Marionette



Shadow Puppet



Rod-Puppet



Cardboard Cone Puppets



Hand-Puppet



Tin Can Characters - Table Puppet

Suggestions for Creating Puppets

Types of puppets:

- (a) Marionettes - Puppets worked by strings.
- (b) Rod-puppets - Rod may be attached to the puppet so that it can be moved. Examples may include a paper mask, a cone puppet, a flat cutout form, and/or flying creatures.
- (c) Hand-puppets - Puppet is fitted over the operator's hand and manipulated accordingly.
- (d) Shadow puppet - Usually a rod-puppet shown on a screen illuminated from behind.
- (e) Table puppet - Puppets made to stand up. Operators only have to push puppets around such as tin can puppet, plain wood, cardboard cones, etc.

Consideration should be given to the following:

- (a) Type of puppet
- (b) Sound effects
- (c) Recorded music
- (d) Scenery
- (e) Making programs for distribution

Name _____ (Motion
Occupational Cluster Fine Arts and Humanities - Producer Picture)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Reading Career Information Sheet					
Working in committees					
Presenting a puppet show					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLES: Actor/Actress

DOT CODE: 150.047-010

DUTIES:

An actor/actress portrays role in dramatic production to interpret character or present characterization to audience. S/he rehearses part to learn lines and cues as directed. The actor/actress interprets serious or comic role by speech, gesture, and body movement to entertain or inform audience for stage, motion picture, television, radio, or other media production. S/he may write or adapt his/her own material, dance, and/or sing.

WHERE EMPLOYED:

Actors/Actresses become employed in stage plays, motion pictures, industrial shows, and commercials. In addition, many cities have "little theaters," repertory companies, and dinner theaters, which provide opportunities for local talent as well as professional actors and actresses.

EMPLOYMENT OUTLOOK:

Overcrowding has existed in the acting field for many years, and this condition is expected to persist. In the legitimate theater, motion pictures, radio, and television, job applicants greatly exceed the jobs available.

One possibility for future growth in the theater lies in the establishment of year-round professional acting companies in cities. Though the field of acting as a whole is expected to grow faster than the average for all occupations through the 1980's, the number of persons seeking to enter the profession is expected to exceed by far the available openings. Even the highly talented are likely to face stiff competition and economic difficulties.

EDUCATION AND TRAINING: Persons aspiring to acting careers should participate in high school and college plays or work with little theaters and other acting groups for experience. Formal training in acting may be obtained at schools of dramatic arts in many colleges and universities throughout the U.S. College drama curriculums usually include courses in liberal arts, stage speech and movement, directing, playwriting, play production, and history of the drama, as well as practical courses in acting. Graduate degrees in fine arts or drama are needed for college teaching positions.

SPECIAL QUALIFICATIONS: Above all, persons who plan to pursue an acting career should have talent and the creative ability to portray different characters. They should be able to demonstrate poise, stage presence, and aggressiveness to project themselves to the audience. At the same time, the ability to follow directions is important. These performing artists need stamina to withstand the heat of stage or studio lights, or the adverse weather conditions that may exist "on location."

EARNINGS AND ADDITIONAL BENEFITS:

In some cases minimum salaries, hours of work, and other conditions of employment may be decided by unions. Each actor/actress may also sign a separate contract, which may provide for a higher salary than that specified in the basic agreement. Depending upon the amount of time employed, s/he may earn \$2500 - \$25,000 a year. Fringe benefits may include health, welfare, and pension fund, including hospitalization insurance, to which employers may have to contribute. Some employers provide vacations with pay and sick leave for actors/actresses.

WORKING CONDITIONS/LIFESTYLES:

Actors/Actresses can expect to wait for parts or filming schedules, work long hours, and often do much traveling. Evening work may be a regular part of his/her life. Rehearsals may be held late at night and on weekends and holidays. Flawless performances require the tedious memorizing of lines, which sometimes involves long rehearsal schedules.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Actor/Actress	150.047-010
Dramatic Coach	150.027-010
Teacher, Drama	150.027-014
Director, Stage	150.067-010

OCCUPATIONAL TASK: Exploring occupations of the theater

OCCUPATIONAL COMPETENCY: Preparing for a performance in acting



RESOURCES and/or MATERIALS

1. Worksheet A - Word Bank
2. Copies of Scene I of the play, "First Things First"
3. Actors/Actresses Criticisms - Worksheet B
4. Student Attitude Sheets

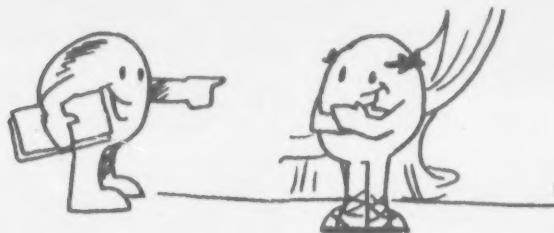
LEARNING OBJECTIVES

After you have completed this activity, you should:

1. Better understand the process which actors/actresses undergo in preparing for an opening night performance.
2. Be more familiar with terminology pertaining to the theater.
3. Be able to participate in a play or give constructive criticism of selected players.

LEARNING ACTIVITIES

1. Study the Word Bank.
2. Read Scene I of the play, "First Things First."
3. Be prepared to read each character's part during casting session.
4. Participate in assigned role of play.
5. Give written constructive criticism of actors/actresses.



EVALUATION PROCEDURES

The evaluation will consist of your:

1. Responding to Worksheet A - Matching of terms and definitions.
2. Reading part of play aloud during casting session.
3. Participating in play.
4. Completing Worksheet B - Constructive Criticisms for Casting Sessions.
5. Completing Student Attitude Sheet.

Word Bank

1. actor - a theatrical performer
2. blocking - the director's planning of the moves of the play and his/her revealing them in early rehearsals to the cast
3. casting - the decision as to which actor/actress will play which role
4. cue - a signal for speech
5. call - a request for actors/actresses to appear at a certain time for a definite purpose
6. director - person responsible for the entire artistic approach to a production
7. mime - acting without words, sometimes done to music
8. stage manager - person responsible for the management of everyone and everything in the back-stage area
9. post mortem - an analysis or review of the performance
10. rehearsal - the act or process of practicing in preparation for a performance
11. producer - person responsible for all the business and administrative aspects of the production
12. language - total selection and arrangement of words and phrases used to express character and situation in the action of the play

WORKSHEET A

Match column B with column A. Allow 10 points for each correct answer not to exceed 100 points. (In other words, you may miss two and still make 100).

Column A	Column B
1. _____ rehearsal	A. Acting without words, sometimes done to music
2. _____ actor	B. The decision as to which actor/actress will play which role
3. _____ cue	C. An analysis or review of the performance
4. _____ director	D. Person responsible for the management of everyone and everything in the backstage area
5. _____ producer	E. The act or process of practicing in preparation for a performance
6. _____ language	F. A request for actors/actresses to appear at a certain time for a definite purpose
7. _____ call	G. Person responsible for the entire artistic approach to a production
8. _____ blocking	H. A signal for speech
9. _____ stage manager	I. Person responsible for all the business and administrative aspects of the production
10. _____ casting	J. Total selection and arrangement of words and phrases used to express character and situation in the action of the play
11. _____ mime	K. A theatrical performer
12. _____ post mortem	L. The director's planning of moves of the play and his/her revealing them in early rehearsals to the cast

KEY
Worksheet A

1. E
2. K
3. H
4. G
5. I
6. J
7. F
8. L
9. D
10. B
11. A
12. C

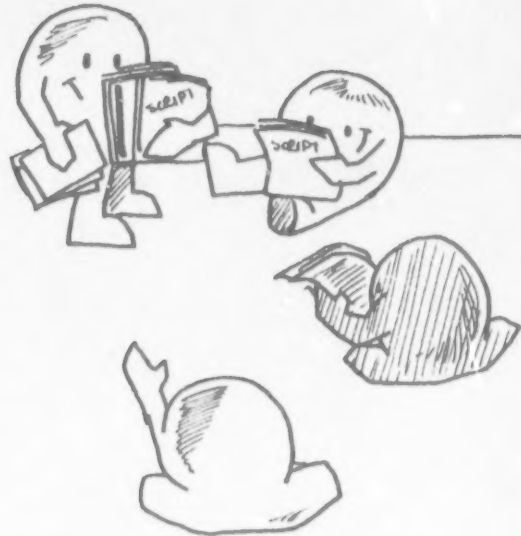
TITLE: FIRST THINGS FIRST

CHARACTERS:
NARRATOR:

DOROTHY:

MOTHER:

DAD:



SCENE I

NARRATOR: This play is a portrayal of a young girl, Dorothy, who has a difficult decision to make. Dorothy is considering quitting school. We hope you will listen attentively and consider the circumstances that she faced if you ever face this kind of situation. Scene I takes place in Dorothy's home.

DOROTHY: (Involved in doing extremely difficult homework; purposely pushes her books and papers down to the floor.) I have had it! I just want to scream!

MOTHER: What have you had? Please, Dorothy, what is your problem? For several days you have been acting like the end of the world is coming.

DOROTHY: Well, I'm all messed up about school and a job. Some friends of mine are quitting school this year because they want to work, and they make it sound really nice. They need money to spend the way they want to and I think that's what I would like to do, too.

DAD: Young lady, I don't want you to think of quitting school. Today an education is a must! I don't mean that you've got to be an excellent student. All I expect out of you is for you to do your best.

MOTHER: Your dad is right, Dorothy! We have allowed you to make decisions in the past, but quitting school is just too much! I think you should look at the disadvantages as well as what you consider advantages. If you quit, you won't be able to see as many of your friends as you do now. With your 8th grade education you may be forced to work in a factory. You may decide that you don't like it. Then you will want to go back to school. All of your classmates will be way ahead of you.

DOROTHY: Well, I don't know. Maybe I can get a job after school. Somebody told me about a course that I can take in high school part of the day and work the other part. But that's so long to wait! Two or three years!

MOTHER: Are you sure that the only reason you want to quit is because you want a job? Isn't there another reason?

DOROTHY: Well.....sort of.....(she pauses for a few seconds).

DAD: What is it Dorothy? Is it anything that we can help with? That's what parents find satisfaction in doing.

MOTHER: Is it your school work? Are you doing poorly in school this 9-week grading period?

DOROTHY: No. I'm doing O.K. in school. I guess my problem is that sometimes I'm sort of lonely.

MOTHER: Well, Dorothy, even I get lonely sometimes. This is perfectly normal. In fact, it's just life.

DAD: Now I don't see why you want to quit school because of that. Almost everybody goes through a stage like being lonely. Teenagers have a rough road to go. You'll get over it soon. This still isn't a very good reason to quit. As far as your money is concerned, haven't your mother and I given you money to spend when you needed it?

DOROTHY: Yes, most of the time, but I want to be able to get money for extra things like going to the movies, or for some new shirts. You and Mom just can't afford to give me everything I want. Mother, you said that I would not be able to see as many of my friends if I take a job. That's not really true. I'll be able to see them when I want. All I've got to do is to ride my bike to their house and visit. At the factory I'll be able to meet new friends.

MOTHER: Don't forget the driver's education course is given at school.

DOROTHY: That's another reason why I want to get a job so bad. I can save some money and get a car.

DAD: You know very well about the prices of cars, and what about the rising prices of gas? You'd almost have to work overtime to get the money you'd need to buy all this stuff. Young lady, when your work habits around this house improve, the possibility of you getting more money will improve.....Well, tomorrow is going to be a very busy day for me. I'm going to bed..... You people try to get a good night's rest. Perhaps we can all talk more intelligently about these problems later.

(Parents leave through the right exit. Dorothy is left alone to think about her problems.)

DOROTHY: Busy day, busy day. Gosh.....I already do more around this house than they will ever know. I've had it. Sometimes I think it would be so nice to be grown up so that I could work and have my own way of doing just what I wanted to do. I hate having to always listen to someone else.

WORKSHEET B

Constructive Criticisms for
Casting Sessions

Name of participant
involved in casting: _____

Character in play: _____ Dorothy _____ Narrator
(check only one) _____ Mother _____ Dad

Give your honest evaluation of each participant in the following ways:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
1. Spoke distinctly	_____	_____	_____	_____
2. Used correct grammar	_____	_____	_____	_____
3. Good posture	_____	_____	_____	_____
4. Practiced courtesy to others	_____	_____	_____	_____
5. Seemed relaxed	_____	_____	_____	_____
6. Others:	_____	_____	_____	_____

I recommend this person to be selected for play because:

(a) _____

(b) _____

I do not recommend this person to be selected for play because:

(a) _____

(b) _____

Name _____

Occupational Cluster Fine Arts and Humanities - Actor/Actress

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Matching terms and definitions of actor/actress					
Casting sessions					
Participating in play					
Giving constructive criticisms of participants in casting session					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					
Comments					

CAREER INFORMATION SHEET

JOB TITLE: Choral Director

DOT CODE: 152.047-010

DUTIES:

Choral directors conduct vocal music groups, audition and select members of groups, select music to suit performance requirements and accommodate talent and ability of groups. Utilizing knowledge of conducting techniques and music theory, they direct groups at rehearsals and performances to achieve desired effects. Choral directors may schedule tours and performances and arrange transportation and lodging.

WHERE EMPLOYED:

Choral directors are employed by colleges, universities, community organizations, industrial firms, commercial agencies, radio or television production companies, and by the motion picture industry. An increasing number of churches employ directors to assume responsibility for the development of music programs.

EMPLOYMENT OUTLOOK:

Employment in most music related occupations is expected to be very competitive throughout the 1980's. The number of radio, television, and motion picture companies which hire choral directors is low and may experience further decline. Opportunities for full-time employment for choral directors in church work have increased and will likely continue to increase throughout the 1980's. However, the majority of choral directors are employed on a part-time basis and supplement their earnings through other types of work.

EDUCATION AND TRAINING: Educational requirements for choral directors vary with the place of employment. Training in music history, theory, appreciation, and interpretation is important. Choral directors should be able to read and interpret musical notations. Formal music training in a college, university, and/or conservatory may be required for most full-time positions.

SPECIAL QUALIFICATIONS: A choral director must have a good sense of harmony and rhythm. The director should possess personal qualities which enable him/her to be an effective leader. Since choral groups often perform before audiences, stage presence and poise are valuable assets for a choral director.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of choral directors vary greatly. Some directors are salaried while others are paid hourly wages for their services. Opportunities for full-time work in this field are limited. Full-time choral directors receive benefits such as vacations with pay and insurance plans. Those who direct choral groups on a part-time basis usually do not receive fringe benefits.

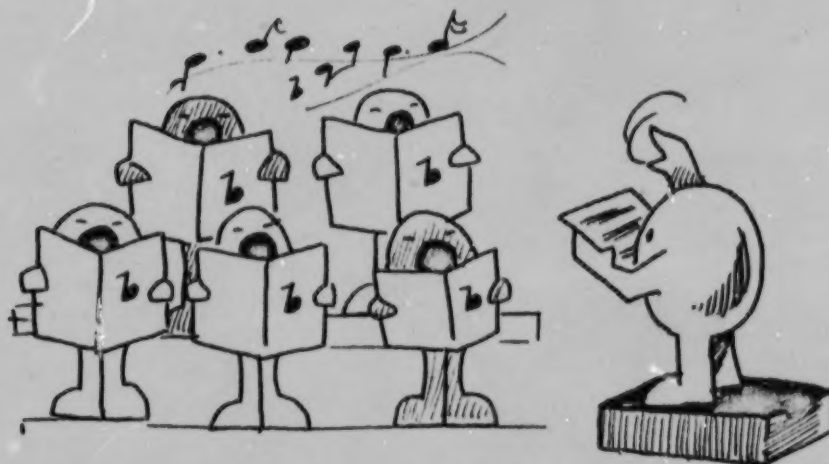
WORKING CONDITIONS/LIFESTYLES: Choral directors usually work in studios or in rehearsal rooms. The majority of choral performances take place in churches, concert halls, and auditoriums. Rehearsals and concerts often take place during evenings or on weekends. Many choral directors are employed part-time as directors and must supplement their incomes through other sources.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Choral Director	152.047-010
	Choir Leader	152.047-010
	Teacher, Music	152.021-010
	Director, Music	152.047-018



OCCUPATIONAL TASK: Directing a choral group

OCCUPATIONAL COMPETENCY: Relating musical interpretations

RESOURCES and/or MATERIALS

1. Choral Director Information Sheet
2. Sample choral score
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this lesson, you should be able to:

1. Identify characteristics which may be useful to choral directors.
2. Recognize local opportunities for directing choral groups.
3. Understand the importance of musical knowledge in this type of work.

LEARNING ACTIVITIES

1. Discuss employment opportunities for choral directors in your community and region.
2. Discuss personal characteristics which may be useful to choral directors.
3. Review the tempo indicators contained on the Choral Director Information Sheet.
4. Examine a director's score and note tempo indicators contained throughout the score.
5. Develop techniques to interpret tempos to a choir.
6. Demonstrate these techniques before the class.
7. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Demonstrating directing techniques.
3. Completing the Student Attitude Sheet.

CHORAL DIRECTOR INFORMATION SHEET

The major responsibility of a choral director is to interpret the music for the singers. To accomplish this function, a conductor must relate his/her musical knowledge and commands through conducting techniques. Each director develops methods to convey messages to the performers.

Directors must be familiar with metronome markings which are used to indicate musical tempos. These markings may appear in English, but are usually in Italian.

Listed below are terms used to indicate tempo which choral directors should recognize and be able to relate to the singers. Review these terms and their meanings. Develop conducting techniques which you would use to interpret each tempo to a choir.

Largo - very slow, large, broad

Grave - very slow, heavy

Adagio - slow, leisurely

Andante - moderately slow, at a walking pace

Allegretto - moderately fast

Allegro - fast, lively, brisk

Vivace - brisk, spirited

Presto - very fast, rapid

Prestissimo - as fast as possible



Name _____

Occupational Cluster Fine Arts and Humanities - Choral Director

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Discussing employment opportunities					
Examining director's score					
Developing conducting techniques					
Demonstrating conducting techniques					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					
Comments _____					

CAREER INFORMATION SHEET

JOB TITLE: Composer

DOT CODE: 152.067-014

DUTIES:

A composer writes musical compositions using knowledge of harmonic, rhythmic, melodic, tonal structure, and other elements of music theory. The composer creates original musical form and transcribes ideas into musical forms. A composer may spend a great deal of time trying to persuade performers and producers to record his/her material.

WHERE EMPLOYED:

Many fully qualified composers work under contract to music publishers. Increasing numbers of composers are finding careers composing background music for television and movies. A small group of professional composers write music for Broadway shows, musical theaters, ballet companies, and opera companies. Many composers work on the teaching staffs of music departments in colleges, universities, and conservatories.

EMPLOYMENT OUTLOOK:

Composers are expected to face keen competition for jobs through the 1980's. The number of persons seeking to enter the profession is expected to exceed by far the available openings. Although competition is expected to be intense, opportunities will exist for talented composers and songwriters.

EDUCATION AND TRAINING:

A composer of serious music (symphonies, operas, concertos, tone poems, sonatas, etc.) should possess a degree in music composition from a college, university, or conservatory. Advanced degrees may be required for some positions. Many writers of popular music achieve success through natural talent rather than through formal training.

SPECIAL QUALIFICATIONS: A composer should possess musical talent and creative ability. S/he should be strongly motivated and able to accept rejection of material without becoming totally disillusioned.

EARNINGS AND ADDITIONAL BENEFITS:

Many composers of serious music are unable to make their livings totally by composing. Some subsidize their incomes by teaching, conducting, playing, arranging, and/or editing. An established composer can count on a modest income from performing rights. Staff composers working for Hollywood studios earn substantial salaries for composing background music. A successful writer of popular songs may enjoy a very comfortable income.

WORKING CONDITIONS/LIFESTYLES:

Many composers have difficulty selling their material and find it necessary to support themselves with other kinds of employment. Professional composers generally find it necessary to live and work in major recording centers where they can make direct personal contacts with publishers, record producers, and recording artists. A composer usually sets his/her own work hours and vacation periods. Work is often performed in the individual's home.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

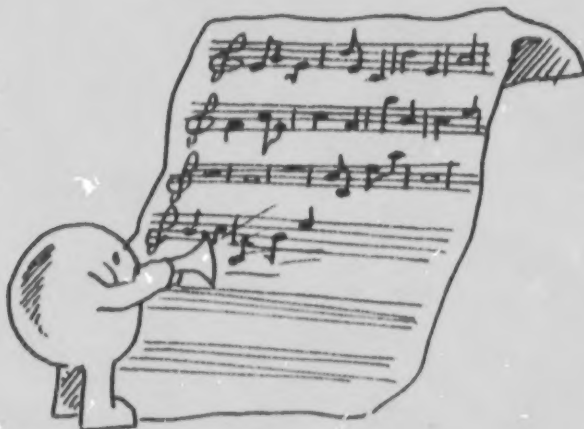
<u>REPRESENTATIVE JOB TITLES:</u>	Composer	152.067-014
	Song Writer	131.067-034
	Arranger	152.067-010
	Copyist	152.267-010

OCCUPATIONAL TASK: Composing music

OCCUPATIONAL COMPETENCY: Creating a simple tune

RESOURCES and/or MATERIALS

1. Musical score



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the importance of musical knowledge in music composition.
2. Recognize some of the activities performed by composers.
3. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Examine a musical score. Notice the detail and musical knowledge displayed.
2. Discuss the education and training which may be involved in this type of work.
3. In small groups, compose a musical commercial or jingle related to your school. This commercial should include words and a simple tune.
4. Each group should perform their tune before the class.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Creating a simple song and performing it before the class.

CAREER INFORMATION SHEET

JOB TITLE: Conductor, Orchestra

DOT CODE: 152.047-014

DUTIES:

Orchestra conductors conduct instrumental music groups, audition and select members of groups, select music to accommodate talents and abilities of groups and to suit the type of performances to be given. Conductors position members within groups to obtain balance among instrumental sections. They direct orchestras at rehearsals and performances to achieve desired effects. Orchestra conductors may be responsible for scheduling tours and performances and arranging for transportation and lodging.

WHERE EMPLOYED:

Conductors are employed by symphonic orchestras, opera companies, ballet companies, musical productions, motion picture studios, concert halls, and radio and television studios. Colleges, universities, and conservatories present opportunities for conductors to work with student orchestras.

EMPLOYMENT OUTLOOK:

Employment of conductors is not expected to increase drastically during the 1980's. Qualified conductors will be needed to replace those who retire or leave the profession for other reasons. Positions in conservatories, colleges, and universities will result primarily from replacement needs. Opportunities for conducting symphonic orchestras are limited and competition for top positions is intense.

EDUCATION AND TRAINING: Formal education and training in a music conservatory or accredited music department of a college or university is essential. The conductor must possess a thorough musical training with a complete background of theory, harmony, and composition. This should be followed by an intensive study of conducting techniques and a detailed knowledge of orchestral scores and arrangements.

SPECIAL QUALIFICATIONS: A conductor should be the master of at least one orchestral instrument and know a great deal about all of them. In addition to musicianship, a conductor must possess leadership ability and be able to inspire the members of the orchestra to perform as desired.

EARNINGS AND ADDITIONAL BENEFITS: The salaries of conductors vary widely depending on the length of the concert seasons and the number of concerts. Conductors of community orchestras may work full or part-time. Salaries of conductors of community orchestras range from \$1,000 to \$15,000 per year, depending upon the extent of employment. Conductors of major orchestras earn \$100,000 or more per year. The prestige which accompanies the highest positions generally results in extra income from recordings and personal appearances on radio and/or television.

WORKING CONDITIONS/LIFESTYLES: Many conductors are unable to find full-time employment and are often forced to turn to supplementary activities. In smaller cities, a conductor's work may be part-time or seasonal. The many responsibilities involved in conducting an orchestra can be both physically and emotionally demanding.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

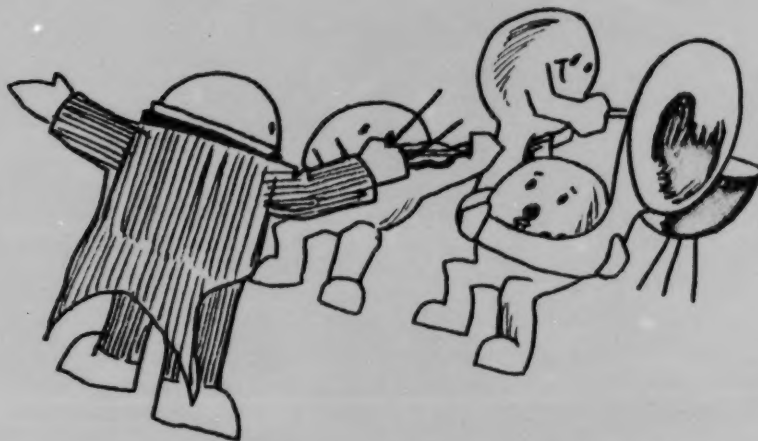
Conductor, Orchestra	152.047-014
Band Leader	152.047-014
Director, Music	152.047-018
Orchestrator	152.067-022
Prompter	152.367-010

OCCUPATIONAL TASK: Conducting an orchestra

OCCUPATIONAL COMPETENCY: Using basic conducting patterns

RESOURCES and/or MATERIALS

1. Conductor's baton
2. Various records
3. Record player
4. Conducting Information Sheet



LEARNING OBJECTIVES

After completing the activities contained in this lesson, you should be able to:

1. Understand the role of a conductor.
2. Identify basic conducting patterns.
3. List some of the duties of conductors.

LEARNING ACTIVITIES

1. Discuss the educational and training requirements of conductors.
2. Discuss the major responsibilities of conductors and their importance to orchestras.
3. Refer to the Conducting Information Sheet to learn how to hold and use a conductor's baton.
4. Review basic conducting patterns.
5. Using various types of music, practice conducting patterns.
6. List 5 major responsibilities of orchestra conductors.

EVALUATION PROCEDURES

Your evaluation will consist of:

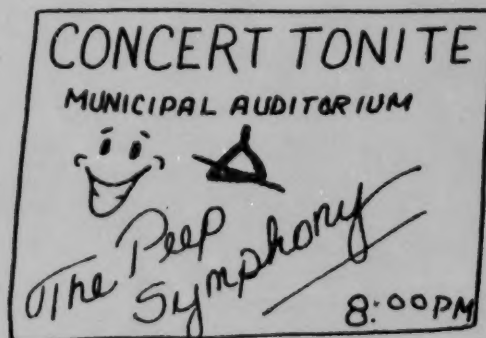
1. Participating in discussions.
2. Practicing conducting patterns.
3. Listing 5 responsibilities of conductors.

RESPONSIBILITIES OF CONDUCTORS

Duties and responsibilities of conductors vary depending upon the size of the orchestra and the geographic region in which the orchestra is located. Listed below are activities which are commonly performed by conductors.

An orchestra conductor:

1. Auditions and selects candidates for orchestra membership.
2. Develops a seating arrangement to allow for the most effective use of the talents of musicians.
3. Selects the music for the orchestra to perform.
4. Arranges performance programs.
5. Promotes and publicizes concerts.
6. Schedules performance sites.
7. Plans and conducts rehearsals.
8. Conducts orchestra during concerts.
9. Makes travel and lodging arrangements for orchestra.
10. Manages the orchestra's budget.



CONDUCTING INFORMATION SHEET

The baton is an instrument which allows a conductor to convey messages to the members of the orchestra. A conductor uses the baton as an extension of his/her arm as it may be easily seen from all orchestra positions.

Most conductors direct with the baton in their right hand. It is generally held between the tip of the thumb and the side of the index finger between the middle joint of the finger and the fingernail. The butt end of the baton should rest in the palm of the hand.

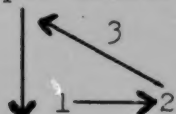
Batons are available in various weights and lengths. Each conductor should select the type of baton which is most comfortable for his/her style of directing.

Using a baton or a similar instrument, practice the conducting patterns illustrated below.

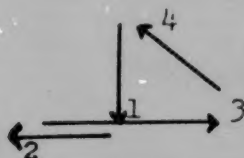
2 beats per measure pattern



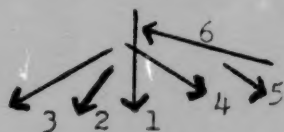
3 beats per measure pattern



4 beats per measure pattern



6 beats per measure pattern



A conductor's left hand should be used to support the actions of his/her right hand. The left hand may indicate dynamics, cues, accents, entrances, and releases.

CAREER INFORMATION SHEET

JOB TITLE: Musician, Instrumental DOT CODE: 152.041-010

DUTIES:

An instrumental musician plays a musical instrument as a soloist or as part of a musical group to entertain audiences. S/he studies and rehearses music to learn and interpret score, plays from memory or by following score, and may transpose music to alternate key.

WHERE EMPLOYED:

Many musicians teach in elementary and secondary schools. Some teach private music lessons, while others are employed in places of entertainment, restaurants, and churches. Most performing musicians work in cities where entertainment and recording activities are concentrated, such as New York, Chicago, Los Angeles, Nashville, and New Orleans. The armed forces also offer career opportunities in music.

EMPLOYMENT OUTLOOK:

Employment of instrumental musicians is expected to grow as fast as the average career. Competition may be keen for positions that offer stable employment, such as major orchestras, the armed forces, and teaching. However, due to the ease of entering private music teaching, the number of teachers are more than sufficient. The first-class, experienced accompanists and outstanding players of stringed instruments are likely to remain scarce.

EDUCATION AND TRAINING:

Most professional musicians begin studying music at an early age. A person interested in entering this profession should take private lessons and seize every opportunity to play in amateur or professional performances. Technical musical skill

and training may be obtained through private study, in a college or university, or in a conservatory of music.

SPECIAL QUALIFICATIONS: Persons who consider careers in music should have musical talent, versatility, creative ability, poise, and the ability to perform before large audiences. Since the musical field requires constant study and practice, self-discipline is essential. Physical stamina is also important due to the frequent traveling and night performances which are often required.

EARNINGS AND ADDITIONAL BENEFITS:

The amount received for a performance depends on the geographic location as well as the musician's professional reputation. Minimum salaries for musicians in major orchestras vary from \$200 to \$500 a week. Music teachers in public schools earn salaries comparable to the other teachers. Private teachers give lessons usually to supplement other earnings.

WORKING CONDITIONS/LIFESTYLES:

Musicians customarily work at night and on weekends, and must spend considerable time in practice and rehearsal. Performing engagements usually require some travel. Many musicians are unable to obtain full-time work and must supplement their incomes with other types of work.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Musician,	
Instrumental	152.041-010
Teacher, Music	152.021-010
Composer	152.067-014
Director, Music	152.047-018

OCCUPATIONAL TASK: Exploring the field of instrumental music

OCCUPATIONAL COMPETENCY: Listening to various instruments

RESOURCES and/or MATERIALS

1. Instrumental Musician Information Sheet
2. Record and record player
3. Tape and tape player
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify the sounds of instruments in music.
2. Realize the demands and dedications of being an instrumental musician.
3. Decide if you would like this type of work.

LEARNING ACTIVITIES

1. Read the Instrumental Musician Information Sheet.
2. Listen to recording of various instruments.

Additional Suggestions:

1. Teacher should tape various kinds of music. Students play tape and write down how various pieces effect his/her feelings. (Sad, happy, etc.)
2. Students conduct research on instruments that are of special interest.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Identifying instruments.
2. Determining the sounds made by various instruments.
3. Completing the Student Attitude Sheet.



INSTRUMENTAL MUSICIAN INFORMATION SHEET

Musical instruments can be divided into six groups:

- | | |
|-------------|---------------|
| 1. Stringed | 4. Percussion |
| 2. Woodwind | 5. Keyboard |
| 3. Brass | 6. Others |

Some of the instruments are:

Stringed - violin, harp, banjo, guitar, dulcimer

Woodwind - flute, bassoon, oboe, saxophone

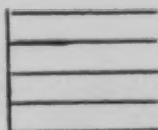
Brass - trumpet, trombone, tuba, cornet

Percussion - kettledrums, xylophones, cymbals, castanets

Keyboard - piano, celesta, organ

Others - accordion, harmonica, bagpipes

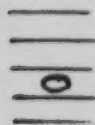
A staff has five parallel lines. Each line or space stands for a musical note.



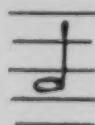
A clef sign tells the musician the names and pitches of the notes on the lines and spaces.



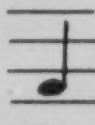
Notes:



Whole



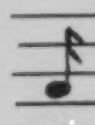
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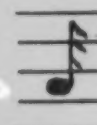
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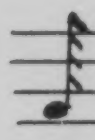
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1/16



1/32



1/64

Some terms used in music:

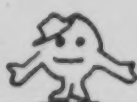
1. Melody - The part you can whistle - a series of notes played in a fixed pattern of pitches and rhythmic accents.
2. Harmony - Three notes or more sounded at the same time.
3. Rhythm - Regular, strong accents on some notes and regular, weak accents on others.
4. Tempo - The speed at which music is played.
5. Scale - A series of notes arranged according to rising pitch.

Name _____

Occupational Cluster Fine Arts and Humanities - Instrumental Musician

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Studying music					
Identifying instruments					
Listening to various types of music					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Piano Tuner

DOT CODE: 730.361-010

DUTIES:

Piano tuners use tuning forks and tuning hammers to adjust piano strings so that they are in proper pitch. A tuner strikes the middle C string and compares its pitch to that of a standard tuning fork. S/he turns the string pin with a tuning hammer to adjust the tension on the string until pitches of string and tuning fork correspond. Remaining strings are tuned by comparing them with middle C and each other.

WHERE EMPLOYED:

Many piano tuners are self-employed and work from their homes, shops, or travel to various locations to tune pianos. Stores which sell pianos often employ tuners. They are also employed by piano manufacturers.

EMPLOYMENT OUTLOOK:

Employment of piano tuners is expected to grow more slowly than the average for all occupations through the 1980's. Openings will occur as experienced tuners retire, die, or transfer to other occupations. Opportunities may exist for beginners with large repair shops and piano dealerships.

EDUCATION AND TRAINING:

Piano tuners usually learn their trade on the job. Most employers prefer high school graduates for beginning jobs. A few colleges and technical schools offer courses in piano technology. Correspondence courses which emphasize tuning and repairing of pianos are also available.

SPECIAL QUALIFICATIONS: A person interested in a career as a piano tuner should have good hearing, mechanical aptitude, and manual dexterity. Since work is often performed in the customer's home, a neat appearance and a pleasant personality are important.

EARNINGS AND ADDITIONAL BENEFITS:

Wages vary with the skill of the worker and the area of the country in which s/he is working. Experienced piano tuners may earn from \$10 to \$20 an hour. Beginning wages for helpers average approximately \$5 per hour. Many self-employed tuners earn in excess of \$15,000 a year.

WORKING CONDITIONS/LIFESTYLES:

Work is performed in homes, shops, churches, schools, and other public buildings. Working conditions are usually pleasant and the work is relatively safe. However, tuning pianos may cause small cuts and/or bruises on the hands. Self-employed tuners frequently work evenings and weekends.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

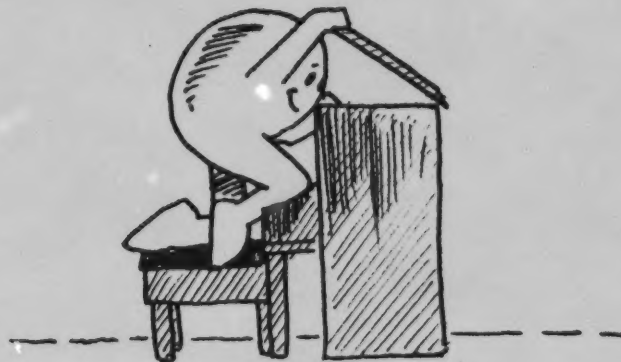
OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Piano Tuner	730.361-010
Piano Technician	730.281-038
Pipe-Organ Tuner and Repairer	730.361-014
Assembler, Piano	730.384-010

OCCUPATIONAL TASK: Tuning a piano

OCCUPATIONAL COMPETENCY: Identifying parts of a piano



RESOURCES and/or MATERIALS

1. Piano
2. Transparencies - vertical and grand pianos
3. Overhead projector
4. Basic Piano Tuning Equipment Handout
5. Worksheet A

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify basic parts of a piano.
2. Recognize some of the tools and equipment used by piano tuners.
3. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. View transparencies and discuss exterior piano parts of vertical and grand pianos.
2. Examine the Basic Piano Tuning Equipment Handout.
3. Under your instructor's supervision, lift the lid of the piano. Identify the tuning pins, strings, and hammers. Note the condition of the inner parts.
4. Play various keys on the piano and watch the action which takes place inside the piano.
5. Complete Worksheet A.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class activities.
2. Completing and submitting Worksheet A to your instructor.

Basic Piano Tuning Equipment Handout

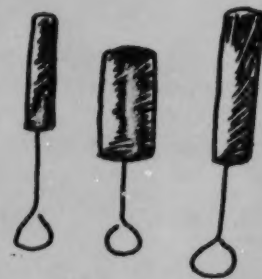
Pianos require regular service and care. Piano parts are designed to work together to produce a quality sound. If any part changes, the tune of the piano changes.

Most piano manufacturers recommend that a piano be tuned two times per year. Pianos which are used frequently should be tuned more often.

A piano tuner uses the equipment identified below in tuning a piano.



Tuning hammer



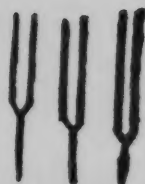
Mutes



Papp treble mute



Voicing pliers



Tuning forks



Music wire cutters



Syringe and needle



Hammer head



Surgeon's locking
pliers



Capstan regulating
tool

223

WORKSHEET A

1. What are the two basic structures of pianos?

A. _____

B. _____

2. How often should a piano be tuned?

3. List three parts identified inside the piano.

A. _____

B. _____

C. _____

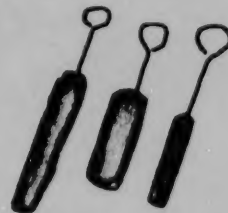
4. Identify the following tools used by a piano tuner.



A. _____



B. _____



C. _____

WORKSHEET A - KEY

1. A. Vertical
B. Grand
2. Two times per year
3. A. Tuning pins
B. Strings
C. Hammers
4. A. Tuning forks
B. Tuning hammer
C. Mutes

CAREER INFORMATION SHEET

JOB TITLE: Singer

DOT CODE: 152.047-022

DUTIES:

Singers perform as soloists or as members of vocal groups and sing following printed texts, musical notations, or memorized scores. Singers interpret music using knowledge of harmony, melody, rhythm, and voice production to present characterization or to achieve individual styles of vocal delivery. They are often required to watch choral directors and/or instrumental conductors for directions and cues.

WHERE EMPLOYED:

Singers are employed by opera companies, radio, television, concert companies, nightclubs, and other places of entertainment. Many singers find employment in church work. The various branches of the Armed Forces also offer career opportunities for vocalists.

EMPLOYMENT OUTLOOK:

Employment of singers is expected to grow faster than the average through the 1980's, but competition for jobs will likely be keen. Many short term jobs are expected in opera, concert stage, movies, theater, nightclubs, and other areas. The demand is growing for popular singers who can do radio and television commercials. However, these short-term jobs are not enough to provide steady employment for all qualified singers.

EDUCATION AND TRAINING:

Most trained professional singers have four years of formal voice training combined with studies in sight singing, music theory, history, and literature at universities or

conservatories. In addition to formal training, singers in operatic choruses are expected to command several languages and to possess some acting ability. Although most singers in concert and opera have had extensive training, the field of vocal music offers commercially successful careers to many persons with limited training or musicianship. Most popular singers achieve their success through natural talent rather than formal training.

SPECIAL QUALIFICATIONS: In addition to musical ability, a singing career may require an attractive appearance, poise, stage presence, and perseverance. Singers should also have physical stamina to adapt to frequent traveling and rigorous time schedules.

EARNINGS AND ADDITIONAL BENEFITS:

Minimum wage rates for group singers on network or syndicated television average approximately \$200.00 per singer for a one-hour show. The top opera stars are paid by the performance while regular members of the chorus are usually on salary. Salaries vary according to the value of the individual singer. A few popular singers earn thousands of dollars per performance. Church singers are paid from \$5 to \$50 or more per week, according to the individual singer's ability and reputation.

WORKING CONDITIONS, LIFESTYLES:

Singers generally work at night and on weekends, and must spend a great deal of time in practice and rehearsals. Work in the entertainment field is often seasonal. Except for a few well-known concert soloists, most professional singers experience difficulty in obtaining regular employment and have to supplement their incomes with other kinds of jobs.

Many professional singers travel extensively and must take precautions to avoid strain and maintain their health.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES: Singer 152.047-022
Teacher, Music 152.021-010
Vocalist



OCCUPATIONAL TASK: Performing vocal music

OCCUPATIONAL COMPETENCY: Singing before an audience

RESOURCES and/or MATERIALS

1. Songs or songbooks (optional)
2. Worksheet A
3. Worksheet B

LEARNING OBJECTIVES

After completing the learning activities, you should be aware of:

1. Various music related occupations.
2. Your interests in singing before a group.

LEARNING ACTIVITIES

1. Compare and discuss the educational requirements, earnings, and places of employment of opera singers and rock singers.
2. Complete Worksheet A.
3. Complete Worksheet B.
4. Volunteers (individuals or groups) should practice and perform favorite song(s) before the class.
5. Discuss your feelings about performing before an audience.
6. Discuss occupations related to music which do not involve performing.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Completing Worksheets A and B.

WORKSHEET A

Assess your interests in music related occupations by responding to the following questions.

	Yes	No
1. Do you enjoy singing?	—	—
2. Have you ever sung in a school or church choir?	—	—
3. Would you enjoy singing in a choir?	—	—
4. Would you like to sing solos before an audience?	—	—
5. Can you read music?	—	—
6. Can you tell when a singer is off key?	—	—
7. Have you ever taken music lessons?	—	—
8. Can you play a musical instrument?	—	—
9. Do you enjoy listening to music?	—	—
10. Do you feel that you have musical talent?	—	—
11. Would you be willing to spend many years developing your musical talent?	—	—
12. Would you like to earn your livelihood by performing music?	—	—

WORKSHEET B

1. What type of music do you enjoy most? (classical, opera, rock, country, blue grass, jazz, etc.) _____
2. What is your least favorite type of music? _____
3. Does listening to music have an effect upon your attitude?
If yes, in what way? _____

4. What is your favorite song? _____
5. Who is your favorite singer? _____
6. Who is your favorite group or band? _____
7. Would you like to sing solos before an audience? _____
8. Would you like to perform in a group or choir? _____
9. List 5 music occupations other than singer.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

CAREER INFORMATION SHEET

JOB TITLE: Teacher, Music

DOT CODE: 152.021-010

DUTIES:

A music teacher provides instruction to individuals or groups related to instrumental or vocal music. S/he plans lesson activities; instructs students in music appreciation and theory; and evaluates students' interests, aptitudes, and individual characteristics to determine suitable vocal or instrumental assignments. A music teacher may lead orchestra and choral groups in regular and special performances for school programs, community activities, concerts, and festivals.

WHERE EMPLOYED:

Music teachers are employed by public and private school systems, junior colleges, colleges, universities, and conservatories. Many musicians teach private lessons in their homes or studios.

EMPLOYMENT OUTLOOK:

The greatest employment opportunities in music are in the educational field; however, music teachers may face competition for jobs in public schools through the 1980's. Certified music teachers will be needed to fill new positions, to replace those who are not now certified, and to fill positions vacated by teachers who retire or leave the profession for other reasons. Positions in colleges and universities will result almost entirely from replacement needs. Musicians interested in teaching private lessons should have unlimited opportunities as a greater number of students seek qualified instructors.

EDUCATION AND TRAINING: Preparation for teaching music should include the study of one or more instruments or vocal training, music history, theory and harmony, and the required educational courses. For public school work, a college degree is essential. Public school music teachers in practically all states are also required to have teaching certificates. Four-year colleges and universities normally hire only persons who have earned doctorate degrees in music, but exceptions may be made for well-qualified artists.

SPECIAL QUALIFICATIONS: Persons interested in teaching music should have a desire to work with people, a genuine interest in music, the ability to motivate students, and the ability to relate knowledge to students.

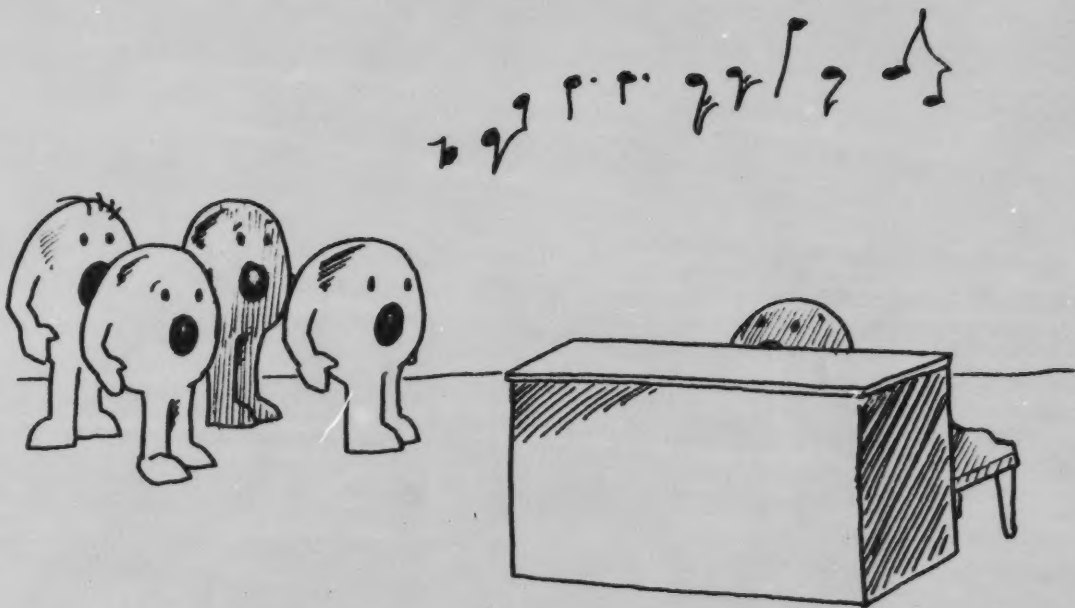
EARNINGS AND ADDITIONAL BENEFITS:

Salaries for public school music teachers vary according to school systems and to the experience and degrees earned by the individual teachers. Some school systems offer supplementary pay to teachers for working with students in extracurricular music related activities. In colleges and universities, earnings vary widely according to faculty rank and type of institution. Most school systems provide insurance and retirement benefits at a nominal cost to the teachers. Musicians teaching private lessons regulate the rates for their services.

WORKING CONDITIONS/LIFESTYLES:

In addition to hours spent with classes, teachers must spend time preparing lessons, grading performances, making reports, attending meetings and supervising extracurricular activities. As a result, most teachers work well over 40 hours a week. Teaching involves long

periods of standing and talking and can be both physically and mentally tiring. Many music instructors in colleges and universities spend a great deal of time conducting research, creating musical arrangements, and writing articles and/or books. Musicians teaching private lessons generally work in their homes or studios.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Teacher, Music	152.021-010
Instructor, Music	152.021-010
Choral Director	152.047-010
Director, Music	152.047-018

OCCUPATIONAL TASK: Providing music instruction

OCCUPATIONAL COMPETENCY: Dealing with typical situations
which may occur while teaching
music

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A

LEARNING OBJECTIVES

After completing the activities contained in this lesson,
you should be able to:

1. Understand some of the duties and responsibilities of music teachers.
2. Recognize differences and similarities in teaching private music lessons and teaching music in public schools.
3. Determine your interests in this type of work.

LEARNING ACTIVITIES

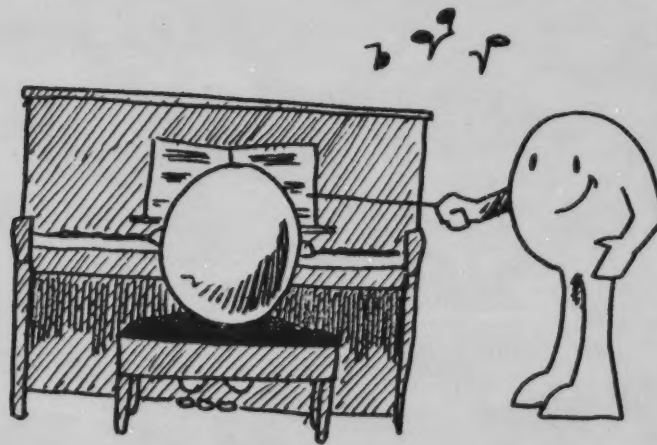
1. Read Career Information Sheet.
2. Participate in class discussion related to similarities and differences between teaching private music lessons and teaching music in public schools.
3. Class should be divided into small groups and each group assigned a discussion situation.
4. Read and discuss the situation assigned to your group.
5. Determine how you would attempt to deal with the problem if you were the music instructor.

6. Complete Worksheet A.
7. Share your assigned situation and possible solution with the class.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in group discussions.
2. Completing Worksheet A.



Group Discussion Situations

Situation #1

A student in your music class is continuously bothering other students while they are trying to listen to your instructions.

Situation #2

During a group singing session, it becomes obvious that one student is singing off pitch. He is singing loudly and is unaware that his voice is not blending.

Situation #3

After each music class, one student always lingers behind and plays the piano. Although you want to encourage his interest in playing the piano, it disrupts your preparation time for your next class and frequently causes him to be late for class.

Situation #4

Two girls in your chorus are always late for rehearsals. It is very disruptive to the other chorus members for two members to enter after the rehearsal has begun.

Situation #5

A student who has been taking private violin lessons from you for one year has made little progress and appears disinterested. You are beginning to feel that you are wasting your time and the student's time and money.

WORKSHEET A

1. Briefly explain the situation assigned to your group.

2. How might you attempt to deal with the problem if you were the music teacher?

3. Would you consult the parents of the student or students involved? Why or why not?

CAREER INFORMATION SHEET

JOB TITLE: Choreographer

DOT CODE: 151.027-010

DUTIES:

Choreographers create and teach dances to be performed for stage, television, motion picture, and/or night club productions. They compose dances, coordinate dances with music, and instruct performers at rehearsals. Choreographers may audition and select performers for specific parts.

WHERE EMPLOYED:

Choreographers may find employment in Broadway musicals, theaters, films, television productions, musical stock companies, outdoor dramas, ballet troupes, pageants, and historical productions. Many choreographers work independently and operate their own studios.

EMPLOYMENT OUTLOOK:

Employment in dance related occupations is expected to increase faster than the average for all occupations. Experienced and talented choreographers will likely continue to find employment throughout the 1980's.

EDUCATION AND TRAINING:

There are no formal educational requirements for choreographers. However, persons interested in choreography should have broad backgrounds in dance, music, literature, art, and history. Although a college degree is not essential for a career in choreography, courses in dance composition may be helpful. Choreographers usually begin their careers as dancers and/or dance instructors.

SPECIAL QUALIFICATIONS: Choreographers should possess creative ability, physical endurance, dance ability, patience, and effective communication skills. Knowledge of music, lighting, costuming, and set design may be useful in this type of work. Choreographers should also possess personal qualities which enable them to be effective leaders.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries of full-time choreographers may vary between \$15,000-\$50,000 or more per year depending upon the place of employment and the level of experience of the individual. Independent choreographers may earn from \$150 to \$5,000 or more per assignment. Most salaried choreographers receive benefits such as vacations with pay, sick leave, and insurance plans. Those who work part-time or are self-employed usually do not receive extra benefits.

WORKING CONDITIONS/LIFESTYLES:

Choreographers do most of their work in dance studios or in special rehearsal areas. Rehearsals and performances often take place during evenings, weekends, and holidays. The working hours of choreographers vary greatly. Some choreographers travel frequently.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Choreographer	151.027-010
Director, Dance	151.027-010
Instructor, Dancing	151.027-014

OCCUPATIONAL TASK: Developing dances

OCCUPATIONAL COMPETENCY: Creating movement patterns



RESOURCES and/or MATERIALS

1. Choreography Activity Sheet
2. Records
3. Record player
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this lesson, you should be able to:

1. Understand some of the activities performed by choreographers.
2. Determine if you would enjoy this type of work.

LEARNING ACTIVITIES

1. The class should be divided into groups of five students.
2. Read and discuss the Choreography Activity Sheet.
3. Each group should select one description from the activity sheet.
4. Within your assigned group, develop dance movements to represent your selected activity.
5. Perform your dance movements before the class.
6. After each group has performed, discuss the meanings of their dance movements.
7. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in activities.
2. Contributing to group work.
3. Completing the Student Attitude Sheet.

CHOREOGRAPHY ACTIVITY SHEET

Dance - to perform a rhythmic and patterned succession of bodily movements, usually to music

Choreography - the process of selecting and forming movement into a dance

The word choreography comes from the Greek words:

choreia - choral dance

graphia - writing

A choreographer is a writer or creator of dances. S/he creatively designs movements for dancers to relay non-verbal messages to audiences. The choreographer must be a versatile person, who has the ability to understand dance, music, and drama.

Your group should select one of the following activity descriptions and develop a simple set of movements or dance to relay your selected activity to the class.

1. Walking in outer space
2. Walking against a strong wind
3. Pumping air into a bicycle tire
4. Walking barefooted on a hot surface
5. Flying like a bird
6. Tasting a sour lemon
7. Riding a skateboard
8. Entering cold water in a swimming pool

Name _____

Occupational Cluster Fine Arts and Humanities - Choreographer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Studying Choreography					
Creating dance movements					
Performing before the class					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Dancer

DOT CODE: 151.047-010

DUTIES:

A dancer performs dance routines alone, with a partner, or in a group to entertain audiences. S/he performs classical, modern, or acrobatic dances and coordinates dance movements to musical accompaniment. A dancer rehearses dance movements developed by a choreographer or may choreograph his/her own dances.

WHERE EMPLOYED:

Dancers are employed in a variety of entertainment fields. They may find employment in Broadway musicals, theaters, films, television productions, musical stock companies, outdoor dramas, ballet troupes, resorts, clubs, and aboard ships. The majority of dance opportunities are located in large cities such as New York, Los Angeles, Chicago, Houston, San Francisco, etc. Due to a shortage of performance jobs, many dancers teach in secondary schools, colleges, universities, dance schools, and private schools.

EMPLOYMENT OUTLOOK:

Employment of dancers is expected to increase faster than the average for all occupations. However, the number of dancers seeking professional careers will continue to exceed the number of available positions and competition may be keen. Most employment opportunities will result from replacement needs.

EDUCATION AND TRAINING:

A person aspiring to be a professional dancer should begin training as early as possible. Most dancers have their professional auditions by age 17 or 18, but training and practice never end. A dancer should study music, literature, and history along with the arts

to help in the interpretation of dramatic episodes, ideas, and feelings. A college education is not essential to obtaining employment as a professional dancer. However, a college degree can be helpful for the dancer who retires at an early age and wishes to enter another field of work.

SPECIAL QUALIFICATIONS: A dancer's life is one of rigorous practice and self-discipline; therefore, patience, perseverance, and a devotion to dance are essential. Good health and physical stamina are necessary. A dancer must have agility, coordination, grace, a sense of rhythm, and a feeling for music.

EARNINGS AND ADDITIONAL BENEFITS:

The average minimum salary for dancers in opera and other stage productions is approximately \$300 a week. The single performance rate for ballet dancers is about \$150. Minimum performance rates for dancers on television average approximately \$350 for a one-hour show, depending on the number of dancers in the group. Salaries of dancers vary depending upon the type of employment. Some dancers receive health and life insurance benefits through their employers.

WORKING CONDITIONS/LIFESTYLES:

Rehearsals often require very long hours of strenuous work. Most stage performances take place in the evenings. Many dancers retire in their thirties or transfer to related fields. Unemployment rates for dancers are higher than the average for all occupations. Many qualified people cannot obtain year-round work as dancers, and are forced to supplement their incomes by other types of work.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Dancer	151.047-010
Acrobatic Dancer	151.047-010
Ballet Dancer	151.047-010
Acrobat	159.247-010
Instructor, Dancing	151.027-014

OCCUPATIONAL TASK: Exploring dance

OCCUPATIONAL COMPETENCY: Examining career opportunities of professional dancers



RESOURCES and/or MATERIALS

1. Dance Information Sheet
2. Worksheet A
3. Worksheet B

LEARNING OBJECTIVES

After completing the activities contained in this lesson, you should be able to:

1. Understand the physical demands involved in dancing.
2. Identify a variety of places dancers might find employment.
3. Determine if you would be interested in becoming a dancer.

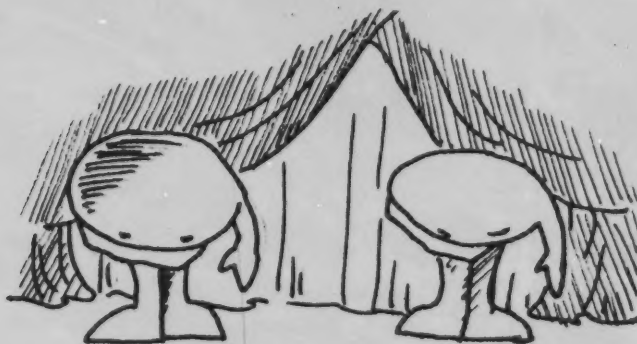
LEARNING ACTIVITIES

1. Read Dance Information Sheet.
2. Discuss places where dancers might find employment.
3. Complete Worksheet A.
4. Participate in class discussion of Worksheet A.
5. Complete Worksheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Contributing to class discussions.
2. Completing and submitting to your instructor Worksheets A and B.



DANCE INFORMATION SHEET

Any person who decides to dedicate him/herself to a dance career must be prepared to work very hard. Professional dance requires years of training and a great deal of practice. A few dancers reach the heights of fame, while others struggle for years and never receive the financial rewards and recognition they desire. Many dancers are forced to support themselves by means other than dancing.

In spite of the many difficulties associated with a dance career, talented, disciplined, and dedicated dancers continue to find sufficient employment and enjoy success.

Dancers may find employment in Broadway musicals, theaters, movie and television productions, musical stock companies, outdoor dramas, ballet troupes, resorts, clubs, and other entertainment fields.

Professional dancing often involves strenuous work, long hours, and frequent travel. For these and other reasons, many dancers retire early or transfer to related fields such as teaching dance or choreography.

The activity involved in dancing may help a person to achieve good physical condition. Movements involved in dance may enable a person to develop grace and poise in all movements and contribute to a general feeling of well being.

Dancing is an enjoyable and healthful pasttime which may provide a part or full-time career.

WORKSHEET A

1. Draw a time line of a professional dancer's career. Include items such as beginning dance lessons, education, formal dance training, amateur performances, professional performances, retirement, etc.

2. List possible reasons why a professional dancer's performing career may be limited.

- 1.

- 2.

- 3.

251

WORKSHEET B

1. Have you ever taken any type of dance lessons?

2. Do you feel like you would enjoy taking dance lessons?
Why or why not?

3. List five places dancers might find employment.

1. _____

2. _____

3. _____

4. _____

5. _____

4. Is a dance career physically demanding? (Explain your answer.)

5. Why might the career of a performing dancer be shorter than that of a person teaching dance?

CAREER INFORMATION SHEET

JOB TITLE: Instructor, Dancing

DOT CODE: 151.027-014

DUTIES:

Dance instructors instruct pupils in ballet, ballroom, tap, and other forms of dance. They observe students to determine physical and artistic qualifications and limitations; plan programs to meet students' needs and aspirations; explain and demonstrate techniques and methods of regulating body movements to musical accompaniment; and drill pupils in execution of dance steps. Instructors may direct dance performances.

WHERE EMPLOYED:

Many dance instructors are employed by secondary schools, junior colleges, colleges, universities, dance schools, and private studios.

EMPLOYMENT OUTLOOK:

The employment of dance instructors is expected to increase faster than the average for all occupations throughout the 1980's.

EDUCATION AND TRAINING:

Although a college degree is an advantage in obtaining employment as a dance teacher in a college or university, it is not necessary for one who teaches professional dance in a studio situation. Professional schools usually require teachers to have experience as performers.

SPECIAL QUALIFICATIONS:

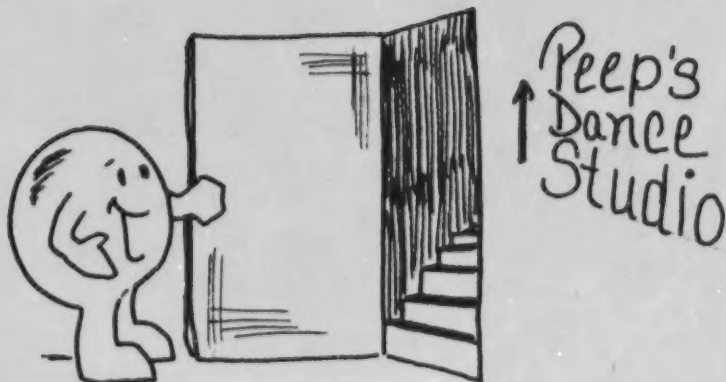
Persons interested in teaching dance should be neat, friendly, and personable. In addition to the ability to dance, instructors must possess the ability to relate their knowledge to students.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries of dance instructors vary with the location and prestige of the school in which they teach. Some studios pay teachers a flat rate per hour of teaching. Dance instructors in colleges and universities are paid on the same basis as other faculty members.

WORKING CONDITIONS/LIFESTYLES:

Working conditions for dance instructors are generally pleasant and comfortable.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

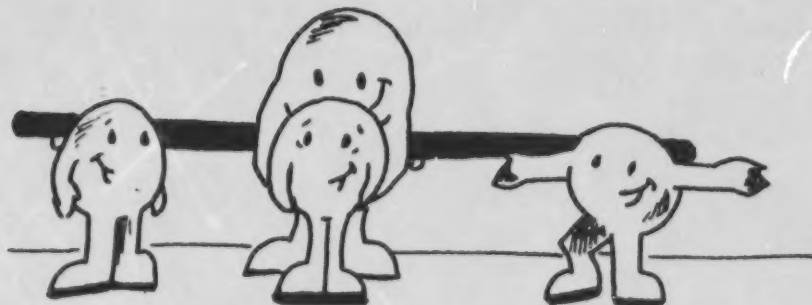
OCCUPATIONAL FAMILY: Performing Arts

REPRESENTATIVE JOB TITLES:

Instructor, Dancing	151.027-014
Teacher, Dancing	151.027-014
Choreographer	151.027-010

OCCUPATIONAL TASK: Examining dance

OCCUPATIONAL COMPETENCY: Identifying types of dance



RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. Dance Vocabulary Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand some of the duties of dance instructors.
2. Recognize places where dance instructors might find employment.
3. Identify different types of dance.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Students who have participated in dance lessons should explain the roles of their instructors.
3. Discuss places where dance instructors might find employment.
4. Review and discuss the types of dance identified on the Dance Vocabulary Sheet.
5. Complete Worksheet A.
6. Discuss your responses to Worksheet A.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Completing and submitting Worksheet A to your instructor.

Dance Vocabulary Sheet

Dance - to perform rhythmic and patterned bodily movements

Professional Dance - dance for financial returns

Social Dance - dance for personal enjoyment

Ballet - artistic, graceful dance suggesting a theme or story

Modern Dance - interprets moods or characterizations using
bodily movements to express theme

Tap Dance - performing rhythmic tap steps

Acrobatic Dance - dance involving gymnastic movements

Aerobic Dance - performing exercise movements to music



WORKSHEET A

1. Are there any dance studios or places to take dance lessons in your community? _____

2. What types of dance are taught in your area?

3. Do you feel that a new dance studio may be successful in your community? _____ Why or why not? _____

4. Which types of dance do you feel might be accepted in your community?

5. If you were a dance instructor, which type(s) of dance might you prefer to teach?

CAREER INFORMATION SHEET

JOB TITLE: Airbrush Artist

DOT CODE: 970.281-010

DUTIES:

Airbrush artists create and paint designs on a variety of objects or surfaces using airbrushes. They also restore damaged or faded photographs. Artists mix paint solutions and/or inks according to color specifications and spraying consistencies desired.

WHERE EMPLOYED:

Airbrush artists are employed by commercial art agencies, architectural drawing firms, automobile painting factories, greeting card companies, and advertising firms. They are employed in all parts of the country, but the majority of airbrush artists are concentrated in the more populated areas. Many airbrush artists are self-employed and work on a free-lance basis.

EMPLOYMENT OUTLOOK:

Employment opportunities for airbrush artists are expected to increase about as fast as the average for all occupations through the 1980's. In addition to jobs arising from an increase in the demand for airbrush art, many opportunities will result as artists retire, transfer to other occupations, or leave the field for various reasons.

EDUCATION AND TRAINING:

Although a high school education is desirable, there are no formal education requirements in the field of airbrush art. Employers usually seek applicants who have the ability to effectively manipulate airbrushes.

Courses in art and drawing may be very useful to persons interested in this type of work.

SPECIAL QUALIFICATIONS: Creativity, imagination, color perception, aesthetic sensitivity, and artistic talent are essential to a career in airbrush art. Airbrush artists must be able to communicate ideas visually by using various airbrushes and paints. These artists need the self-discipline to start projects, budget their time, and complete projects on or before established deadlines.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of self-employed airbrush artists vary widely depending on the volume of work which they produce and their professional reputations. Beginners usually are paid a straight salary plus a small commission. Many airbrush artists earn from \$12,000 to \$50,000 or more a year. Most salaried artists receive holiday and vacation pay and insurance benefits. Firms in large metropolitan areas usually pay the highest salaries.

WORKING CONDITIONS/LIFESTYLES:

Free-lance artists determine their own working hours and usually work in their homes or private studios. These artists may be forced to live on irregular incomes. Airbrush artists who are employed by commercial companies generally work in clean, well-lighted, and well-ventilated areas. They normally work 35-40 hours a week, but occasionally may be required to work overtime to meet deadlines.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Technical Arts

REPRESENTATIVE JOB TITLES:

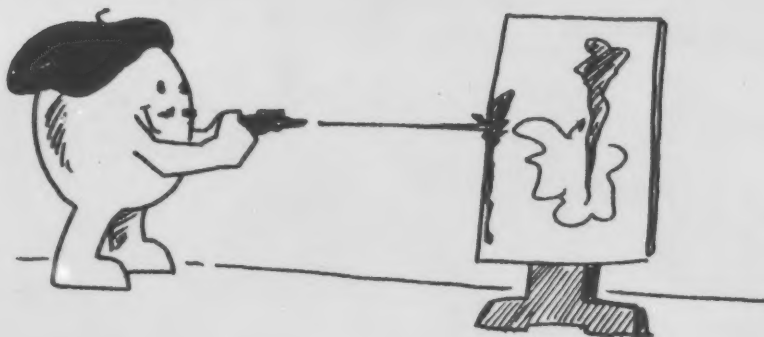
Airbrush Artist	970.281-010
Sign Writer, Hand	970.281-022
Sketch Maker	970.281-026
Photograph Restorer	970.281-010

OCCUPATIONAL TASK: Exploring airbrush art

OCCUPATIONAL COMPETENCY: Painting a design using an airbrush

RESOURCES and/or MATERIALS

1. Information Sheet
2. Airbrush
3. Air Compressor
4. Paint



LEARNING OBJECTIVES

After completing the learning activities, you should be aware of:

1. Techniques used in airbrush art.
2. Places airbrush artists are employed.
3. Your interests in this type of work.

LEARNING ACTIVITIES

1. List places where airbrush artists may be employed.
2. Review Information Sheet.
3. Disassemble and reassemble the airbrush.
4. Connect the hose to the airbrush and to the compressor.
5. Load with paint solution.
6. Learn to properly hold and operate the airbrush.
7. Hold the airbrush approximately 8 inches above the paper and paint a simple design.

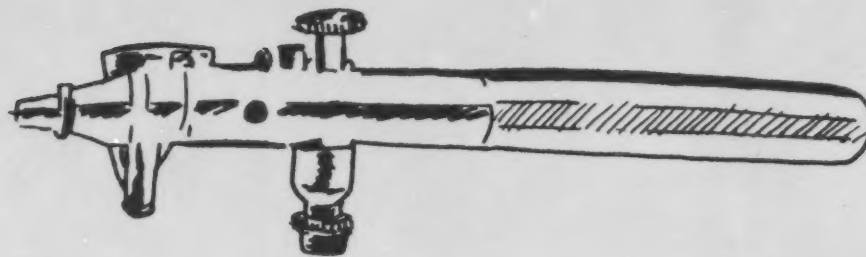
EVALUATION PROCEDURES

Your evaluation will consist of:

1. Listing at least 5 places of employment of airbrush artists.
2. Painting a simple design.

INFORMATION SHEET

An airbrush is an instrument used to apply paint in a spray by compressed air. Using the proper type of airbrush, any amount of control can be obtained. The paint can be applied in any design from a fine line to a broad spray depending upon the effect desired and the type of airbrush used.



There are a variety of airbrushes available

Airbrushes are used in various phases of commercial art including the following:

Architectural drawing	Jewelry
Automobile painting	Magazine covers
Displays	Photograph retouching
Greeting cards	Tapestries
Clothing	Wall hangings
Furniture decorations	Label designs
Advertisements	Paintings
Textiles	Ceramics

The artist must obtain control of the airbrush and must learn the techniques for achieving desired effects. Attaining a high degree of skill in airbrush art requires study and practice.

OPERATING INSTRUCTIONS

1. Hold the airbrush lightly.
2. Operate the trigger with the second joint of the index finger.



3. Set hand in motion across paper.
4. Press finger lever down releasing air.
5. Pull finger lever back releasing the paint.
6. Paint design.
7. Press finger lever forward stopping paint.
8. Release finger lever upward stopping airflow.
9. Stop hand motion.

All hand movement should be slow and steady.

CAREER INFORMATION SHEET

JOB TITLE: Art Conservator

DOT CODE: 102.167-010

DUTIES:

Art conservators coordinate the activities of other workers engaged in examination, repair, and conservation of art objects. They examine art objects to determine condition, need for repair, method of preservation, and authenticity. Conservators direct the handling, mounting, care and storage of art objects, and estimate the cost of restoration work.

WHERE EMPLOYED:

Conservators are employed by large art and multidiscipline museums. The Federal government employs conservators at the Smithsonian Institution and several other sites. Others work for laboratories operated by groups of museums with a common specialty or at commercial laboratories which provide restoration services.

EMPLOYMENT OUTLOOK:

Employment opportunities for conservators should remain steady throughout the 1980's. There is an almost constant demand for the services of well-qualified art conservators.

EDUCATION AND TRAINING:

A college degree in chemistry, physics, science, art, history, or museology is usually required for this type of work. Advanced courses and training related to techniques needed to restore, repair, and preserve a variety of objects may be useful. During training, s/he would likely specialize for intensive study in a particular field. After completing formal training, conservators usually work as museum interns in the conservation laboratories of museums under the direction and supervision of experienced conservators.

SPECIAL QUALIFICATIONS: Conservators must possess the basic verbal and mathematical aptitudes to learn and apply a variety of scientific techniques. Manual and finger dexterity, eye-hand coordination, and color perception are essential for repairing and restoring works of art and other objects.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries earned by conservators vary with the place of employment. The size and prestige of the museum or commercial laboratory in which an art conservator is employed may have an effect upon his/her salary. The extent of the conservator's education is also a factor. A conservator in a large museum may earn \$40,000 or more per year. Fringe benefits often include vacations with pay, health and life insurance benefits, and retirement programs.

WORKING CONDITIONS/LIFESTYLES:

An art conservator's work is usually performed in a laboratory or studio and is not physically demanding. Conservators may travel frequently to examine and restore objects and/or to consult with other conservators.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Humanities

<u>REPRESENTATIVE JOB TITLES:</u>	Art Conservator	102.167-010
	Conservation	
	Technician	102.261-010
	Curator	102.017-010

OCCUPATIONAL TASK: Selecting conservation techniques

OCCUPATIONAL COMPETENCY: Cleaning glassware

RESOURCES and/or MATERIALS

1. Several stained pieces of glassware (coffee cups or other stained objects)
2. Soap
3. Sink
4. Soda
5. Vinegar
6. Household ammonia



LEARNING OBJECTIVES

After completing the learning activities, you should be aware of:

1. Basic techniques used to clean glassware.
2. Your interests in this type of work.

LEARNING ACTIVITIES

1. Discuss some of the activities performed by art conservators.
2. Discuss types of damage which may affect art objects.
3. Attempt to clean glassware by washing object in warm water and soap.
4. If stain is not reduced, use an alkaline solution of soda and water.
5. Examine glassware. If stain remains, repeat process using vinegar.
6. If vinegar solution does not remove the stain, apply household ammonia and allow the object to soak overnight.
7. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

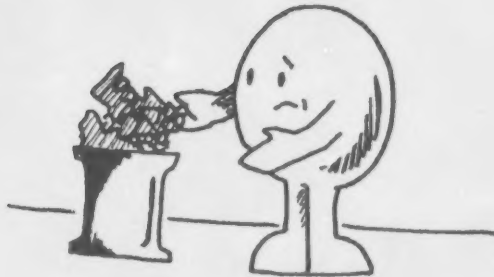
1. Participating in cleaning objects.
2. Completing the Student Attitude Sheet.

Information Sheet

Art conservators care for art objects by determining and administering the most effective techniques for preservation. They must work to reduce the effects of change on the objects. Types of damage which may occur include the following:

1. Human damage - theft, careless use, vandalism
2. Climatic damage - extremes of temperature and humidity
3. Environmental damage - fires, leaks in roofs, dirt, floods, earthquakes
4. Radiant energy damage - sunlight
5. Biological damage - fungus, insects, rodents

After damage has occurred, a conservator examines the object and attempts to clean and repair it effectively so that the natural appearance may be restored.



Name _____

Occupational Cluster Fine Arts and Humanities - Art Conservator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
<u>Cleaning glassware</u>					
<u>Working with cleaning agents</u>					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Calligrapher

DOT CODE: 970.661-010

DUTIES:

A calligrapher is involved in lettering formal documents, such as diplomas, citations, certificates, charters, and appointments. S/he may design and cut script and display type faces for reproduction purposes.

WHERE EMPLOYED:

Almost all calligraphers work on a free-lance basis and are self-employed. Many art services, groups of salaried employees who do finished artwork for various clients, and advertising agencies use the services of a calligrapher. Commercial art studios and/or framing shops are possible places for employment.

EMPLOYMENT OUTLOOK:

The field of calligraphy is still very limited; however, recently there has been an increased interest in hand-made articles and hand-lettered documents, invitations, and miscellaneous forms. The amount of work a calligrapher does depends in part on developing his own market.

EDUCATION AND TRAINING:

There is no definite amount of education required for calligraphers; however, they must have training in calligraphy and be very familiar with all different kinds of lettering styles. They must also know how to use the necessary tools and equipment. Much of this knowledge can be acquired in high school and in a one-to-two year art school program.

SPECIAL QUALIFICATIONS:

Artistic ability accompanied by excellent motor coordination is essential for calligraphers. Good eyesight, the ability to discriminate between

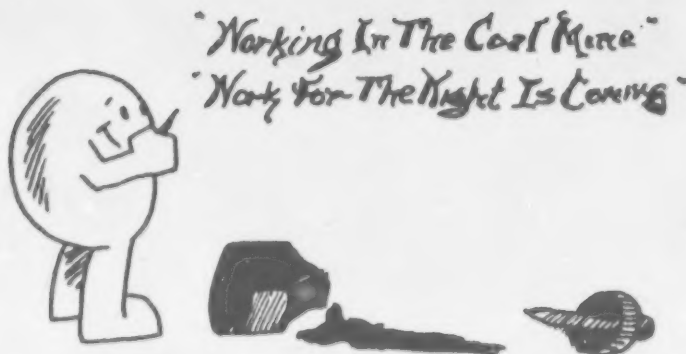
colors, and patience are also important qualities.

EARNINGS AND ADDITIONAL BENEFITS:

Few calligraphers except those employed by art services earn their living from their work and most have additional full or part-time jobs. The fees paid free-lance calligraphers depend on the complexity of the work and the amount of time it takes to complete.

WORKING CONDITIONS/LIFESTYLES:

Most calligraphers work in their own homes. A greater part of the day is spent sitting at an easel. Persons working on a free-lance basis determine their own hours; however, additional time may be required at night and on weekends when meeting a deadline. Those who work for an art service usually work 40 to 50 hours a week.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Technical Arts

<u>REPRESENTATIVE JOB TITLES:</u>	Calligrapher	970.661-010
	Letterer	970.661-014
	Music Grapher	970.581-010

OCCUPATIONAL TASK: Ornamenting paper products

OCCUPATIONAL COMPETENCY: Sketching designs

RESOURCES and/or MATERIALS

1. Samples of products revealing a variety of lettering
2. Copies of poems and songs favored by students
3. Copies of Worksheet A
4. Copies of "Patterns" sheet
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the field of calligraphy.
2. Recognize a variety of letterings on billboards and labels of products.
3. Create designs for selected products.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Examine and bring to class samples of a variety of lettering on bottles, cans, magazines, stationery, and paper bags.
3. Observe and sketch in pencil the captions on a billboard, sign at a local business, and/or a favorite advertisement seen on TV, etc.
4. Choose your favorite poem or song and try your hand at calligraphy: Worksheet A.
5. Sketch in pencil a design incorporating your initials which could be transferred to various cloth materials for other uses such as a monogram on a sweater, towels, and/or pillow cases.
6. Design/Select a pattern for your personalized stationery using 8½ x 11 inch typing paper.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Bringing samples of lettering to class.
2. Completing and submitting to the teacher a sketch in pencil of a billboard, sign, and/or advertisement on TV.
3. Completing and submitting to the teacher a poem or song in calligraphy.
4. Completing and submitting to the teacher a pencil sketch of a design incorporating your initials.
5. Completing and submitting to the teacher a sample of your choice for personalized stationery.
6. Completing Student Attitude Sheet.

WORKSHEET A

A B C D E F G

H L H

AND A PART You

S H T

d o w

Patterns



Name _____

Occupational Cluster Fine Arts and Humanities - Calligrapher

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Collecting a variety of products with letterings					
Sketching billboards with captions					
Designing personal- ized stationery					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					
Comments _____					

CAREER INFORMATION SHEET

JOB TITLE: Candlemaker

DOT CODE: 739.664-010

DUTIES:

Candlemakers form candles by hand or using molds. They create original designs or select molds to be used. Candlemakers trim wicks and scrape away excess wax. They may also keep product sales records and inventories of materials.

WHERE EMPLOYED:

Independent candlemakers sell their products in various sites throughout the United States. They may display and sell their candles in shops, galleries, art centers, department stores, restaurants, and other places of business. Craftworkers may give demonstrations and sell their work at shopping malls, parks, fairs, amusement centers, and at arts and crafts shows.

EMPLOYMENT OUTLOOK:

Talented candlemakers should be able to find buyers for their works in spite of an uncertain economy. Opportunities will likely continue for those who possess the necessary talent, recognize consumer demands, and produce items to meet the needs of buyers.

EDUCATION AND TRAINING:

Although there are no formal educational requirements in this type of work, courses in art, art history, design, crafts, chemistry, and business may be useful. Many candlemakers are self-taught while others learn the craft from expert candlemakers.

SPECIAL QUALIFICATIONS: Good management and marketing skills are important in this type of work. Candlemakers should be creative, persistent, and responsible. Self-discipline and commitment to their work are essential.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of candlemakers vary widely depending largely upon their talents and the products which they produce. Generally, self-employed people earn less than salaried employees. Some candlemakers support themselves by their craft, while others find it necessary to hold other jobs. Self-employed craftspersons have no fringe benefits and must deduct social security tax, income tax, medical insurance, and retirement savings from their earnings.

WORKING CONDITIONS/LIFESTYLES:

Many candlemakers work in their homes or in studios. Work areas may be spacious, well-ventilated, and pleasant; or they may be small, poorly-ventilated, and crowded. Although this work is fairly safe, candlemakers may risk burns from hot materials. Self-employed candlemakers determine their own work hours.

INDUSTRIAL OCCUPATIONS

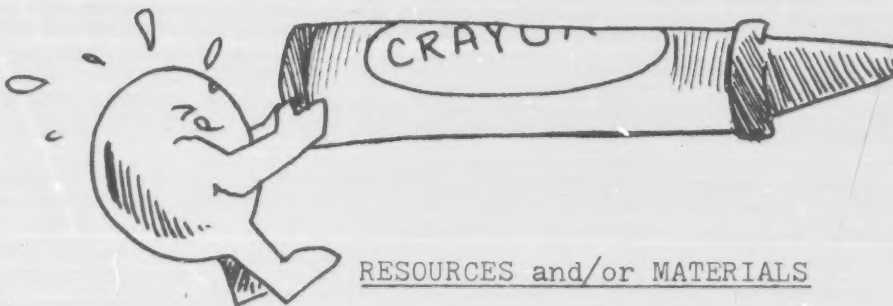
OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Technical Arts

REPRESENTATIVE JOB TITLES: Candlemaker 739.664-010
Candle Molder, Hand 739.687-054
Candle Cutter 739.687-050

OCCUPATIONAL TASK: Exploring crafts

OCCUPATIONAL COMPETENCY: Making a candle



RESOURCES and/or MATERIALS

- | | |
|---|--------------------------------|
| 1. Double boiler | 6. Crayons |
| 2. Molds - (pint or quart milk cartons) | 7. Wicks |
| 3. Paring knife | 8. Stearine or beeswax |
| 4. Ice pick | 9. Electric stove or hot plate |
| 5. Paraffin wax | 10. Potholder |
| | 11. Newspapers |

LEARNING OBJECTIVES

After completing the activities contained in this lesson, you should be able to:

1. Understand some of the activities performed by a candle maker.
2. Make a candle.

LEARNING ACTIVITIES

1. Discuss employment possibilities for candlemakers.
2. Listen to instructor's presentation related to making candles.
3. Review safety precautions involved in candlemaking.
4. Prepare materials for making a candle.
5. Under the supervision of your instructor, make a candle.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Listening attentively to instructor's presentation.
2. Participating in making a candle.

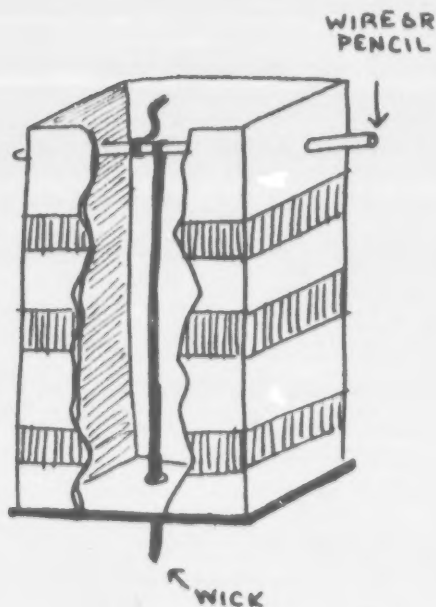
Preparing A Candle Mold

A variety of objects may serve as molds for candles. Any metal, glass, plastic, or cardboard object may be used as a mold if the candle can be removed after the wax has hardened.

Metal, glass, or plastic containers used as molds should be greased with vegetable oil or olive oil to prevent wax from sticking to the mold. A waxed milk carton makes an excellent mold which can be easily removed from the candle.

The instructions provided below deal with the preparation of a milk carton candle mold.

1. Clean and dry the carton.
2. Cut off the top of the carton.
3. Puncture a hole in the bottom of the carton.
4. Push the wick through the hole and tie the wick several times.
5. Seal the hole with tape to prevent leakage.
6. Place a pencil or piece of wire through the top of the carton.
7. Tie the wick to the center of the pencil.
8. Reinforce the sides of the carton with tape.



Candle Making Information

Safety Precautions

1. Wax is flammable and should never be melted over an open flame.
2. Melt wax in a double boiler. (If a double boiler is not available, place pan containing wax in a larger pan or skillet almost full of water.)
3. Never allow wax to smoke.
4. Never leave wax unattended.
5. If wax does flame, turn off heat and smother the flame by placing a lid over the container.
6. Never pour water on a wax fire!
7. If hot wax gets on skin, apply cold water immediately.

Candle Making Procedure

1. Place paraffin wax in a double boiler.
2. Allow the wax to melt completely.
3. Add stearine or beeswax - approximately 2 tablespoons. (This will cause the candle to burn slower and drip less.)
4. Shave various colored crayons into the melted wax and stir until desired tint is achieved.
5. Cover work area with newspapers.
6. Pour wax slowly into the mold.
7. The wax will shrink slightly as it cools. Add more wax to the depression which may form in the center of the candle.
8. Allow the candle to harden overnight before unmolding.
9. Cut the wick from the pencil.
10. Tear away the carton.

CAREER INFORMATION SHEET

JOB TITLE: Paintings Restorer

DOT CODE: 102.261-014

DUTIES:

A paintings restorer repairs damaged and faded paintings using artistic techniques. S/he examines the surfaces of paintings and performs tests to determine factors such as age, structure, stability, and probable reaction to various cleaning agents and solvents. Restorers must study the artist to maintain consistency in the restoration procedure. After carefully studying a painting, a restorer reconstructs or retouches damaged areas to restore the surface of a painting to the original condition.

WHERE EMPLOYED:

Paintings restorers are employed by art museums, the Federal government, and commercial restoration laboratories. Many restorers are self-employed and work on a free-lance basis for institutions that do not employ full-time restorers.

EMPLOYMENT OUTLOOK:

Employment opportunities for paintings restorers are limited; however, well-qualified restorers will likely find employment.

EDUCATION AND TRAINING:

An advanced degree with special training in the conservation and restoration of oil paintings is required. Undergraduate work should include art, art history, chemistry, science, and physics. After completing graduate study, restorers may serve as interns while acquiring the skill needed to work with valuable paintings.

SPECIAL QUALIFICATIONS: A paintings restorer should possess skill in oil painting and have the ability to adapt to the style of the work. Patience is essential for this type of work due to working long periods at tedious tasks. Excellent eyesight, depth perception, and color recognition are necessary.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of paintings restorers vary depending upon the place of employment. Restorers who work on a freelance basis determine the charges for their services. Full-time restorers employed by museums or commercial laboratories may earn \$50,000 or more per year. Fringe benefits often include vacations with pay, health and life insurance, and retirement programs.

WORKING CONDITIONS/LIFESTYLES:

Most of a paintings restorer's work is performed in a laboratory or studio where temperature and humidity are controlled. Restorers may sit, stand, bend, kneel, crouch, or stoop when working and may be exposed to the odors of chemicals, paints, and solvents.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Technical Arts

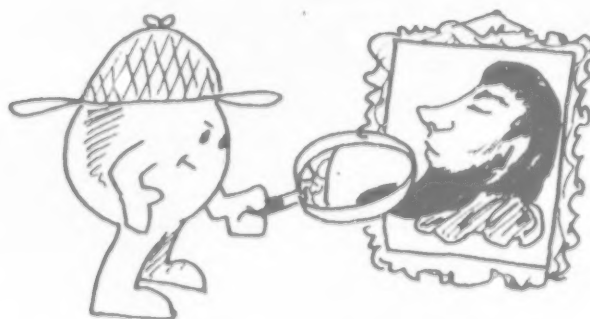
<u>REPRESENTATIVE JOB TITLES:</u>	Paintings Restorer	102.261-014
	Restorer, Lace and Textiles	102.361-010
	Conservation Technician	102.261-010

OCCUPATIONAL TASK: Examining paintings

OCCUPATIONAL COMPETENCY: Identifying signs of deterioration
on paintings

RESOURCES and/or MATERIALS

1. Several inexpensive paintings
2. Microscope
3. Magnifying glasses
4. Information Sheet
5. Worksheet A
6. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the importance of restoration techniques.
2. Identify obvious signs of deterioration on paintings.
3. Recognize your interests in this type of work.

LEARNING ACTIVITIES

1. Discuss the duties performed by painting restorers.
2. Read the Information Sheet.
3. Discuss the necessity of restorers being properly trained in restoration techniques.
4. Examine several paintings to determine evidence of deterioration. (Use a magnifying glass and/or microscope.)
5. Complete Worksheet A.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

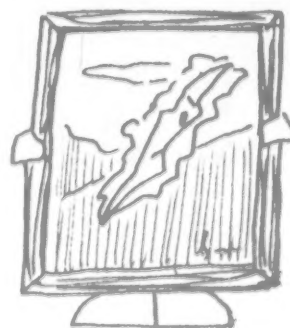
1. Examining paintings.
2. Completing Worksheet A.
3. Completing the Student Attitude Sheet.

INFORMATION SHEET

To protect paintings, they should be carefully examined frequently to determine damage which may occur. If defects are identified, proper restoration techniques should be performed. Restoration of paintings involves specialized techniques and is best accomplished by qualified restorers.

Deterioration is a slow process which usually begins as soon as a painting has been completed. Types of deterioration frequently found on paintings are identified below.

1. Dust accumulation
2. Scratched paint
3. Streaks caused by water
4. Spots from insects
5. Cracks in paint
6. Mold growth
7. Discoloration of colors
8. Faded colors
9. Spots from various sources
10. Wrinkles and bulges
11. Accidental damage



WORKSHEET A

List five types of deterioration commonly found on paintings.

1. _____
2. _____
3. _____
4. _____
5. _____

Did you discover evidences of deterioration on any of the paintings you examined? _____

What types of deterioration were evident?

Name _____

Occupational Cluster Fine Arts and Humanities - Paintings Restorer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Reading Information Sheet					
Examining paintings					
Using a magnifying glass					
Identifying deterioration					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					
Comments _____					

CAREER INFORMATION SHEET

JOB TITLE: Taxidermist

DOT CODE: 199.261-010

DUTIES:

Taxidermists prepare, stuff, and mount skins of birds or animals in lifelike form. They remove skins from dead specimens, treat the skins with preservative solutions, build body foundations, and cover foundations with skins. Taxidermists may also mount specimens in representative natural surroundings to enhance the lifelike appearance.

WHERE EMPLOYED:

Many taxidermists work for museums and for commercial companies that preserve trophies for fishers and/or hunters. Some taxidermists open their own shops and work independently.

EMPLOYMENT OUTLOOK:

Employment of taxidermists is expected to remain steady throughout the 1980's. In recent years, there has been an increased demand for realistic reproductions of animals and birds for educational purposes, which has increased the employment possibilities.

EDUCATION AND TRAINING:

High school courses which may be useful to a person interested in taxidermy include art, biology, drafting, and woodworking. Persons can qualify for entry level work by finishing high school and taking art courses or correspondence courses in taxidermy.

SPECIAL QUALIFICATIONS:

Manual dexterity is essential in taxidermy work. A taxidermist should have a perception of the movement of animals and have artistic ability. In most states taxidermists must obtain licenses. Many taxidermists belong to the

National Taxidermists Association.

EARNINGS AND ADDITIONAL BENEFITS:

Beginning taxidermists usually earn minimum wages. An experienced taxidermist working in a large museum may earn \$20,000 per year. The incomes of taxidermists who own their own shops vary depending upon the geographical region and the quality of their work.

WORKING CONDITIONS/LIFESTYLES:

Taxidermists normally work in well-lighted, well-ventilated areas, but may handle dangerous materials and/or diseased animals. Animal and chemical odors are part of the taxidermist's environment.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Technical Arts

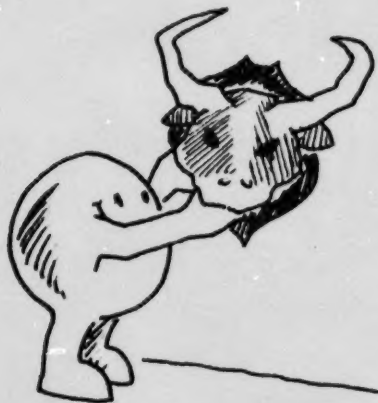
<u>REPRESENTATIVE JOB TITLES:</u>	Taxidermist	199.261-010
	Art Conservator	102.167-010
	Conservation Technician	102.261-010

OCCUPATIONAL TASK: Exploring taxidermy

OCCUPATIONAL COMPETENCY: Examining mounted specimens

RESOURCES and/or MATERIALS

1. Mounted bird or animal (borrow from school's science or biology department)
2. Worksheet A
3. Drawings of birds and animals (use to prepare transparencies)
4. Overhead projector



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify tools and materials used in taxidermy.
2. Understand some of the activities performed by taxidermists.
3. Recognize your interests in this type of work.

LEARNING ACTIVITIES

1. Examine a mounted specimen.
2. Attempt to determine the location of a wound which may have killed the specimen.
3. Locate the incision made by the taxidermist while preparing the specimen.
4. Complete Worksheet A.
5. View the animals or birds projected and make a sketch indicating the bone structure of each.
6. Discuss the importance of taxidermists identifying bone structures of specimens.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Examining mounted specimens.
2. Completing Worksheet A.
3. Preparing sketches.

WORKSHEET A

Listed below are some of the tools and materials used by taxidermists. Place a check mark in front of each item which may be presently available in your school.

- | | |
|--|--|
| ☐ Oil Paints
(variety of colors) | ☐ Modeling Clay |
| ☐ Turpentine | ☐ Assortment of Glass Eyes |
| ☐ Galvanized Wire
(assorted) | ☐ Small Scalpel |
| ☐ Needles | ☐ Pliers |
| ☐ Sewing Thread | ☐ Drill and Bits |
| ☐ Straight Pins | ☐ Claw Hammer |
| ☐ Cotton | ☐ Tack Hammer |
| ☐ Ball of Twine | ☐ Saw |
| ☐ Putty | ☐ Tape Measure |
| ☐ Powdered Borax | ☐ Paint Brushes
(artist's) |
| ☐ Plaster of Paris | ☐ Tweezers |
| ☐ Carpenter's Glue | ☐ Small Scissors |
| ☐ Balsa Wood | ☐ Scrap Lumber |
| ☐ Salt | ☐ Shears |

SAIL FISH



288

297

298

ANTELOPE



LARGE BIRD



299

CAREER INFORMATION SHEET

JOB TITLE: Anthropologist

DOT CODE: 055.067-010

DUTIES:

Anthropologists study people and make comparisons in relation to distribution, origin, evolution, cultures, and physical characteristics. They consider traditions, beliefs, customs, languages, material possessions, social relationships, and value systems. Anthropologists often combine research work with other activities, such as teaching, writing, consulting, or administering programs.

WHERE EMPLOYED:

The majority of anthropologists work in colleges and universities. Anthropologists are also employed by federal, state, and local governmental agencies. Some work for consulting firms or operate their own consulting services.

EMPLOYMENT OUTLOOK:

Employment of anthropologists is expected to increase about as fast as the average for all occupations through the 1980's. Anticipated employment growth will likely occur in nonacademic jobs. Teaching opportunities in colleges and universities will experience little growth due to the projected slowdown in college enrollments.

EDUCATION AND TRAINING:

A master's degree and field experience may be sufficient for many beginning professional positions, but a Ph.D. degree is often required for top level positions. A person interested in anthropology should acquire a broad background in the social sciences, physical sciences, and languages.

SPECIAL QUALIFICATIONS: Persons interested in careers in anthropology should have an interest in natural history and social studies. Creativity and intellectual curiosity are essential to success in this field. The ability to analyze data and think logically is also important. Anthropologists should be able to speak well and communicate effectively.

EARNINGS AND ADDITIONAL BENEFITS:

Starting salaries for anthropologists with Ph.D. degrees working in private industry and government average about \$20,000 a year. Those with master's degrees usually earn between \$15,000 and \$20,000 a year. Many anthropologists employed in colleges and universities supplement their incomes through research grants, consulting fees, and related activities. Anthropologists usually receive vacations with pay, sick leave, insurance, and retirement benefits.

WORKING CONDITIONS/LIFESTYLES:

Anthropologists employed by colleges and universities may have flexible work schedules. Those working for governmental agencies and private firms may have structured work schedules. Anthropologists spend many hours reading, analyzing data, and writing reports related to their research efforts. Fieldwork may require traveling to remote areas, living in primitive conditions, adjusting to cultural environments, and working under adverse weather conditions.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Humanities

<u>REPRESENTATIVE JOB TITLES:</u>	Anthropologist	055.067-010
	Anthropologist, Physical	055.067-014
	Archeologist	055.067-018
	Ethnologist	055.067-022
	Conservator, Artifacts	055.381-010

OCCUPATIONAL TASK: Making and recording observations

OCCUPATIONAL COMPETENCY: Observing an area and determining
important information

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Paper and pencils



LEARNING OBJECTIVES

After completing the learning activities, you should be aware of:

1. Some of the activities performed by anthropologists.
2. Educational requirements for a career in anthropology.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Discuss the educational requirements of anthropologists.
3. Observe the area around your school.
4. Determine features which may be of special interest to anthropologists.
5. Record notes related to your observations. Include items such as condition, color, and size of school building; means of transportation; decorations or signs; writing on walls; litter; playgrounds; athletic equipment; etc.
6. Working in an assigned group, compile a brief report related to your observations. Provide conclusions which an anthropologist might make regarding your school population.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in observation of school area.
2. Recording observations.
3. Submitting completed report to your instructor.

CAREER INFORMATION SHEET

JOB TITLE: Archeologist

DOT CODE: 055.067-018

DUTIES:

An archeologist studies, classifies, and interprets artifacts, architectural features, and types of structures recovered by excavation to determine age and cultural identity. S/he prepares excavation sites, removes specimens, and reports findings. The archeologist prepares detailed drawings of findings and makes reports of activities.

WHERE EMPLOYED:

Archeologists are employed by science museums, National and State parks, colleges and universities, and research institutions. Some archeologists are self-employed and operate consulting services.

EMPLOYMENT OUTLOOK:

The number of qualified archeologists seeking employment is expected to exceed available positions. As a result, archeologists will likely face keen competition for jobs through the 1980's. Persons with doctorate degrees should have the best opportunities for employment.

EDUCATION AND TRAINING:

A person interested in a career in archeology should have a broad background in English, history, geometry, trigonometry, general science, mechanical drawing, typing, and bookkeeping. Although an advanced degree in archeology or anthropology is preferred for most full-time positions, some agencies will hire and train a person with a four-year college degree.

SPECIAL QUALIFICATIONS: Persons interested in this type of work should have intellectual curiosity, interest in science and history, and be willing to perform hard physical labor. Archeologists should possess good health and be able to adapt to different climates. Patience, accuracy, and scientific aptitude are also important.

EARNINGS AND ADDITIONAL BENEFITS:

Starting salaries for archeologists working for government agencies average about \$20,000 a year. Archeologists employed by colleges and universities often supplement their incomes through research grants, consulting fees, and related activities. Archeologists usually receive vacations with pay, sick leave, insurance, and retirement benefits. Earnings of self-employed and part-time archeologists vary according to the expeditions in which they participate.

WORKING CONDITIONS/LIFESTYLES:

The majority of the study, classification, and restoration of artifacts is done in the comfortable surroundings of laboratories or studios. Archeologists spend many hours analyzing findings and writing reports. Fieldwork often requires traveling to remote areas, living in primitive conditions, adjusting to different environments, and working under adverse weather conditions. Work performed by archeologists often involves heavy manual labor.

INDUSTRIAL OCCUPATIONS

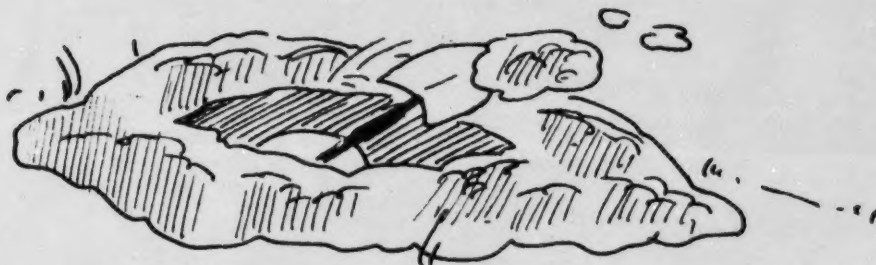
OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Humanities

<u>REPRESENTATIVE JOB TITLES:</u>	Archeologist	055.067-018
	Conservator,	
	Artifacts	055.381-010
	Anthropologist,	
	Physical	055.067-014

OCCUPATIONAL TASK: Exploring archeology

OCCUPATIONAL COMPETENCY: Locating and identifying objects



RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify some of the functions performed by archeologists.
2. Understand the working conditions of archeologists.
3. Express your interests in this type of work.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Discuss the working conditions of archeologists.
3. Go outside and locate an object (rock, coin, bottle cap, nail, etc.) partially or totally hidden by soil, grass, and/or other vegetation.
4. Make observations and record information about the object. Draw a rough sketch of the object in its surroundings. Record notes about the object. (Include dimensions, shape, color, function, location where found, relation to other objects, etc.)
5. Return to the classroom and complete the Student Attitude Sheet.
6. If time allows, discuss the objects located and their significance.

EVALUATION PROCEDURES

Your evaluation will consist of:

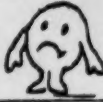
1. Locating and identifying an object.
2. Completing and submitting the Student Attitude Sheet to your instructor.

Name _____

Occupational Cluster Fine Arts and Humanities - Archeologist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interest- ing 	Didn't enjoy any part of it 
Reading the Career Information Sheet					
Working outdoors					
Locating an object					
Recording information					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Historian

DOT CODE: 052.067-022

DUTIES:

Historians prepare chronological records of current or past events dealing with various phases of human activity. They assemble historical data by consulting sources of information and organize data on the basis of authenticity. Historians act as advisors or consultants and perform research for individuals or institutions.

WHERE EMPLOYED:

The majority of historians are employed by colleges and universities. Historians also work for archives, special libraries, museums, historical societies, publishing firms, large corporations, and government agencies. Those employed by the Federal Government work principally in the National Archives, Smithsonian Institution, General Services Administration, or in the Departments of Defense, Interior, and State. A small number of historians are self employed as writers, lecturers, and/or consultants.

EMPLOYMENT OUTLOOK:

The employment of historians is not expected to increase throughout the 1980's. Most positions will result from replacement needs. Persons with computer backgrounds and training in methods of historical research are expected to have the most favorable job opportunities in business, industry, government, and research firms.

EDUCATION AND TRAINING:

Graduate education is usually required for professional status in this field. Historians with bachelor's degrees may find beginning jobs in government

or private agencies concerned with the collection of historical data. A master's degree in history is the minimum requirement for the position of college instructor. However, a Ph.D. is generally required for appointment to university faculties and for employment with some government agencies.

SPECIAL QUALIFICATIONS: Historians should possess a high level of intelligence and strong analytical skills in order to evaluate historical evidence. Since historians spend long hours in independent study, patience and persistence are necessary. The ability to communicate orally and in writing is essential.

EARNINGS AND ADDITIONAL BENEFITS:

Historians employed by the Federal Government earn between \$15,000 and \$30,000 a year depending on education and experience. Those employed by governmental and other agencies usually benefit from vacations with pay, retirement pensions, sick leave, and group insurance plans. College and university history professors earn annual salaries ranging from \$15,000 to \$35,000. Many historians supplement their incomes by writing books and/or articles or giving lectures.

WORKING CONDITIONS/LIFESTYLES:

Historians working for government agencies and private firms usually work 40 hours a week. However, during periods of peak activity, they may be forced to work overtime. Those employed by colleges and universities have flexible work schedules which allow time for additional research activities. Historians may travel extensively while collecting information or lecturing.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

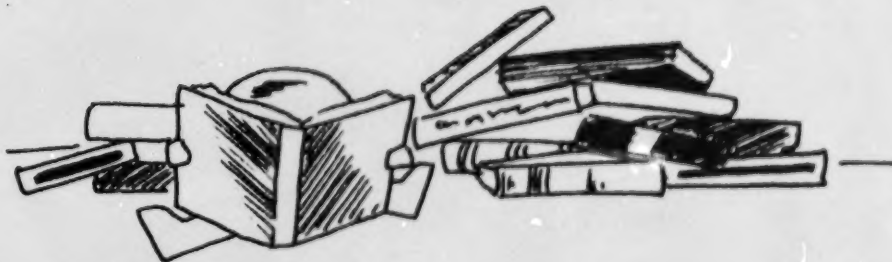
OCCUPATIONAL FAMILY: Humanities

REPRESENTATIVE JOB TITLES:

Historian	052.067-022
Archivist	101.167-010
Director, Research	052.167-010
Biographer	052.067-010
Director, State Historical Society	052.067-014

OCCUPATIONAL TASK: Recording historical information

OCCUPATIONAL COMPETENCY: Compiling a personal historical account



RESOURCES and/or MATERIALS

1. Occupational Outlook Handbooks
2. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand the necessity of keeping accurate historical records.
2. Realize the importance of historians to society.
3. Realize your interests in this type of work.

LEARNING ACTIVITIES

1. Read the information related to historians from the Occupational Outlook Handbook.
2. Discuss contributions made to society by historians.
3. Discuss methods used by historians to collect historical information. Methods may include observations, interviews, research, examining official records and/or photographs, etc.
4. Compile a list or account of the significant events in your life.
5. List and discuss sources you might consult to assist you in compiling this information.
6. Compare your personal account with other students' accounts. Discuss similarities and differences.
7. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Compiling a personal historical account.
3. Completing the Student Attitude Sheet.

Name _____

Occupational Cluster Fine Arts and Humanities - Historian

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading about Historians					
Discussing methods used to collect historical information					
Compiling a personal historical account					
Are you now aware of jobs using these skills or activities?	YES		NO		
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

CAREER INFORMATION SHEET

JOB TITLE: Curator, Museum

DOT CODE: 102.017-010

DUTIES:

A curator directs and coordinates the activities of workers engaged in operating exhibiting institutions. The curator directs activities concerned with instruction, research, acquisition, exhibition, and protection. S/he may also assist in formulating and interpreting the administrative policies of the institution.

WHERE EMPLOYED:

Curators are employed in museums operated by government agencies, corporations, historical societies, individuals, colleges, and universities. Many communities throughout the country operate small museums; however, most employment opportunities exist in larger cities.

EMPLOYMENT OUTLOOK:

The increasing number of museums in operation has created positions for curators in every specialty area. Opportunities are great for curators with advanced education and related skills.

EDUCATION AND TRAINING:

High school courses which may be useful to a person interested in becoming a curator include English, history, science, mathematics, and art. A college degree in fine arts, history, anthropology, archaeology, geology, or biological science is usually required. An advanced degree may be necessary to become a curator in an art or history museum.

SPECIAL QUALIFICATIONS:

Curators should be able to work effectively with people. They should also have patience, intellectual

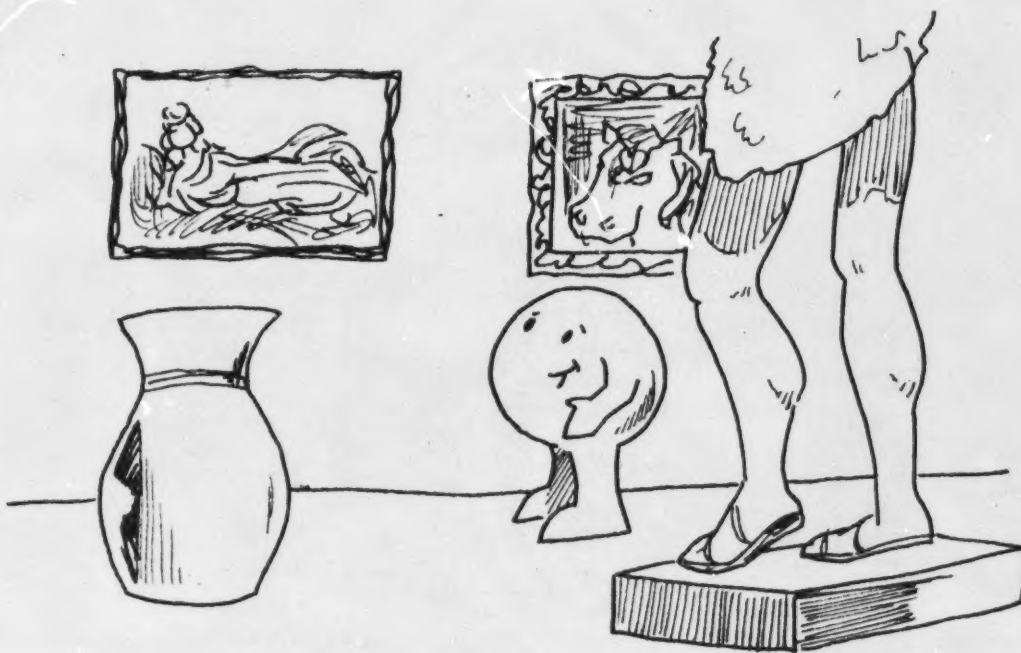
curiosity, and the ability to perform detailed work.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries earned by curators vary depending upon the type of museum and the extent of employment. A part-time curator may earn \$5,000 a year while a full-time curator at a large museum may earn \$50,000 a year. Fringe benefits often include vacations with pay, sick leave, and health insurance.

WORKING CONDITIONS/LIFESTYLES:

The working conditions of a curator depend upon the type and location of the museum. Most curators work as many hours as necessary to effectively do their jobs. They may work long and hard to prepare for an exhibit or show.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Humanities

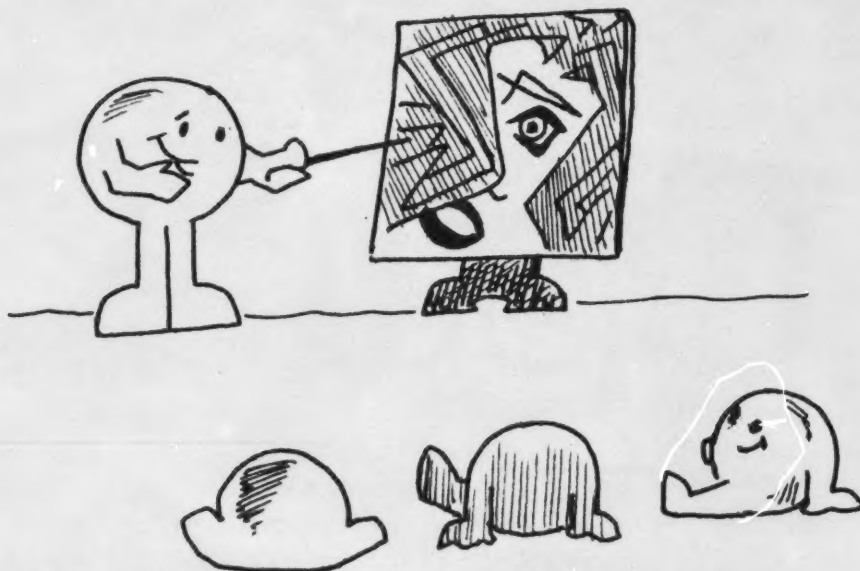
<u>REPRESENTATIVE JOB TITLES:</u>	Curator, Museum	102.017-010
	Supervisor,	
	Historic Sites	102.117-010
	Museum Technician	102.381-010

OCCUPATIONAL TASK: Exploring museum work

OCCUPATIONAL COMPETENCY: Selecting works of art

RESOURCES and/or MATERIALS

1. Museum Information Sheet
2. Worksheet A
3. Worksheet B



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize different types of museums.
2. Understand the importance of museums to society.
3. Determine your interests in museum work.

LEARNING ACTIVITIES

1. Read and discuss the Museum Information Sheet.
2. Discuss the importance of museums to society.
3. Complete Worksheet A.
4. Complete Worksheet B.
5. Discuss Worksheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting Worksheets A and B to your instructor.
2. Participating in class discussions.

MUSEUM INFORMATION SHEET

A museum may be defined as a place or building in which works of artistic, historical, and/or scientific value are cared for and exhibited. Museums are identified mainly by the kinds of objects they collect. The major classifications of museums include art, history, and science.

Art museums include collections of artistic productions such as china, glass, silver, textiles, paintings, drawings, photographs, statues, jewelry, and furniture.

Historic museums vary as to content and may include military museums, biographical museums, presidential libraries, and preservation collections. The majority of history museums are concerned with a certain time period, geographical region, and/or a particular field.

Science museums emphasize aspects of science such as space exploration, electronics, energy, botany, zoology, astrology, etc.

The objects owned by a museum are called its collection. Activities performed by a curator depend upon the institution's specialty.

WORKSHEET A

1. Match each term with its definition by placing the letter of the definition on the blank in front of the correct term.

_____ Museum	A. the objects exhibited in a museum
_____ Collection	B. a person who has the responsibility for the care, research, exhibition, and increase of museum objects
_____ Curator	C. a place or building in which works of artistic, historical, and/or scientific value are cared for and exhibited

2. Is there a museum located in your city or community? _____

3. If there is not a museum in your community, where is the nearest museum located? _____

4. What type of museum is it? (check one)

_____ Art Museum
_____ History Museum
_____ Science Museum

5. Have you ever visited a museum? _____

6. What type of museum would you prefer to work in? (check one)

_____ Art Museum
_____ History Museum
_____ Science Museum

KEY - WORKSHEET A

1. C
A
B

2 - 6 Answers will vary

320

WORKSHEET B

Pretend that you are the curator at an art museum and have a budget of \$150,000 for expanding the museum collections. While attending an art show, you have the opportunity to purchase a quality oil painting for \$150,000.

Would you spend the entire amount on one item or would you choose to buy several cheaper paintings? _____

How might your decision be affected by the collections already in your museum?

How might you justify your decision to the museum's board of trustees?

CAREER INFORMATION SHEET

JOB TITLE: Museum Technician

DOT CODE: 102.381-010

DUTIES:

A museum technician prepares specimens for museum collections and exhibits. The museum technician cleans rock matrix from fossil specimens, brushes preservatives on specimens, molds and restores skeletal parts of fossil animals, and reassembles fragmented artifacts. S/he maintains museum files and stores specimens.

WHERE EMPLOYED:

Technicians are employed in museums operated by government agencies, corporations, historical societies, individuals, and universities. Many communities operate small museums; however, most employment opportunities exist in larger cities.

EMPLOYMENT OUTLOOK:

Employment opportunities for museum technicians are expected to remain moderate through the 1980's. Most positions will likely result from replacement needs.

EDUCATION AND TRAINING:

A Bachelor of Arts degree in art history, archaeology, anthropology, or biological science is usually required for employment as a museum technician.

SPECIAL QUALIFICATIONS:

The ability to perform detailed work, patience, and excellent coordination are required of a museum technician.

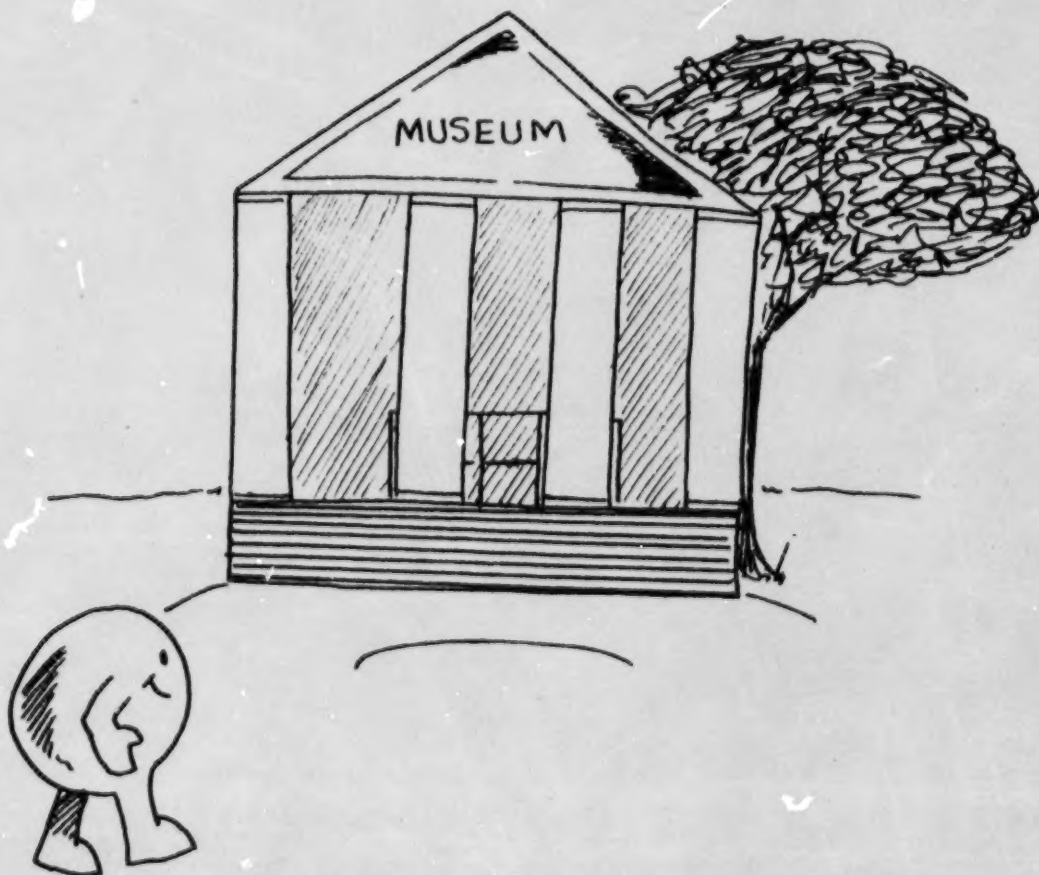
EARNINGS AND ADDITIONAL BENEFITS:

Earnings of museum technicians vary depending upon the size of the museum and the extent of employment. Salaries in museums operated by the

Federal Government are among the highest. Some museums pay technicians on an hourly basis. Most museum employees receive vacations with pay, sick leave, and health and life insurance benefits.

WORKING CONDITIONS/LIFESTYLES:

Museum technicians spend many work hours sitting or standing at tables working with preservatives and molding materials. Work areas may be cluttered with molding materials, but are usually well-lighted and well-ventilated. Technicians generally work regular schedules and seldom work more than 40 hours a week.



INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Humanities

<u>REPRESENTATIVE JOB TITLES:</u>	Museum Technician	102.381-010
	Museum Preparator	102.381-010
	Fine Arts Packer	102.367-010
	Curator	102.017-010

OCCUPATIONAL TASK: Identifying museum objects

OCCUPATIONAL COMPETENCY: Registering and cataloguing objects

RESOURCES and/or MATERIALS

1. Registration Information Sheet
2. Object Identification Cards (2 per student)

LEARNING OBJECTIVES

After completing the learning activities, you should be aware of:

1. Methods used to classify museum objects.
2. Activities performed by museum technicians.
3. Your interests in museum work.

LEARNING ACTIVITIES

1. Discuss duties performed by a museum technician.
2. Read Registration Information Sheet.
3. Select 2 objects in the classroom to classify.
4. Complete an identification card on each object selected.
(It may be necessary to invent information to complete cards.)
5. Arrange an exhibit of all objects catalogued.

INDIAN ART



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing 2 Object Identification Cards.
2. Arranging an exhibit.

REGISTRATION INFORMATION SHEET

In museum work, registration is the process of assigning a number to an object for the purpose of identification. Museums use a variety of registration methods to identify objects in collections.

After a registration number has been established, the object is catalogued. Just as a library catalogues books according to titles, authors, and subjects, museums catalogue objects for reference purposes also.

Examine the type of information contained on the card below.

Name of Category Appalachian Culture

Source Donation - By Mrs. I.B. Rich

Registration No. 8291

Date Received 8/9/57

Description of Object Churn - wooden natural color - weight 9½ lbs. - height 4'

Value \$200.00

Condition Good

Recorder Peep Collector

Date 6/22/82

Name of Category - broad grouping or category

Source - method by which object was acquired (purchase, donation, loan, etc.)

Registration No. - number assigned for identification

Date Received - date object arrived at museum

Description of Object - complete description of object (color, size, dimensions, etc.)

Value - estimated value

Condition - condition of object (good, fair, poor, etc.)

Recorder - name of person who completed card

Date - date card was completed

OBJECT IDENTIFICATION CARD

Name of Category	_____
Source	_____
Registration No.	_____ Date Received _____
Description of Object	_____ _____ _____
Value	_____ Condition _____
Recorder	_____ Date _____

Name of Category	_____
Source	_____
Registration No.	_____ Date Received _____
Description of Object	_____ _____ _____
Value	_____ Condition _____
Recorder	_____ Date _____

CAREER INFORMATION SHEET

JOB TITLE: Sociologists

DOT CODE: 090.227-010

DUTIES:

Sociologists study human society and social behavior by examining the groups that people form. These groups include families, tribes, communities, and governments, as well as a great variety of social, religious, political, business, and other organizations. Sociologists study the behavior and interaction of groups, trace their origin and growth, and analyze the influence of group activities on individual members. Some sociologists conduct surveys or do case studies in order to gather data they may need to compile into research studies. For example, they might test and evaluate particular programs of income assistance, job training, or remedial education. Most sociologists are college and university teachers. Some sociologists are primarily administrators, and they apply their professional knowledge in family counseling, public opinion analysis, law enforcement, education, and health services planning, etc. A number of sociologists are employed as consultants. Using their social science research skills, they may advise on such diverse problems as halfway houses and foster care for the mentally ill, ways of counseling ex-offenders, and market research for advertisers and manufacturers.

WHERE EMPLOYED:

Colleges and universities employ about four-fifths of all sociologists. A number work for government agencies at all levels and deal with such subjects as poverty, public assistance, population policy, and community development, etc. Some sociologists hold managerial research and planning positions in corporations, research

firms, professional and trade associations, consulting firms, and welfare or other nonprofit organizations.

EMPLOYMENT OUTLOOK:

Employment of sociologists is expected to increase more slowly than the average for all occupations through the 1980's. Most openings will result from deaths, retirements, and other separations from the labor force. Those well trained in quantitative research methods, including survey techniques, advanced statistics, and computer science will have the widest choice of jobs.

EDUCATION AND TRAINING:

A master's degree in sociology usually is the minimum requirement for employment as a sociologist. Sociologists with master's degrees can qualify for administrative and research positions in public agencies and private businesses provided they have sufficient training in research, statistical, and computer methods. The Ph.D. degree is required for appointment to permanent teaching and research positions in colleges and universities. The doctorate also is essential for senior level positions in nonacademic research institutes, consulting firms, corporations, and government agencies.

SPLCIAL QUALIFICATIONS:

The position of sociologist requires that aspirant has an understanding of social processes and institutions. Sociologists must be able to formulate the results of their research in a way that others will understand. The ability to speak well and to write clearly and concisely is essential in this field.

EARNINGS AND ADDITIONAL BENEFITS:

Bachelor's degree candidates in the social sciences received offers averaging around \$10,700 a year during the latter 1970's; master's

degree candidates around \$13,200. Sociologists employed by the Federal Government averaged around \$25,000 a year. In general, sociologists with the Ph.D. degree earn substantially higher salaries than those without the doctoral degree. Many sociologists, particularly those employed by colleges and universities for the academic year, supplement their regular salaries with earnings from other sources, such as summer teaching and consulting work.

WORKING CONDITIONS/LIFESTYLES:

Most sociologists do a lot of desk work, reading and writing reports on their research. Those employed by colleges and universities have flexible work schedules, dividing their time among teaching, research, consulting, and administrative responsibilities. Those working in government agencies and private firms may have more structured work schedules. Many sociologists experience the pressures of deadlines, tight schedules, and heavy workloads, and sometimes must work overtime. Their routine may be interrupted by numerous telephone calls, letters, requests for information, and meetings. Travel may be required to collect data for research projects or attend professional conferences.

INDUSTRIAL OCCUPATIONS

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILY: Humanities

REPRESENTATIVE JOB TITLES:

Sociologists	054.067-014
Research Worker	054.067-010
Social Psychologist	045.067-014

OCCUPATIONAL TASK: Examining social behavior

OCCUPATIONAL COMPETENCY: Surveying ninth graders



BEHAVIOR:

SOCIAL
RELIGIOUS
POLITICAL
BUSINESS

RESOURCES and/or MATERIALS

1. Activity Sheet I
2. Survey Sheets
3. Student Attitude Sheets

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Better understand how sociologists are helpful in solving social problems.
2. Gather information; record and analyze information; and draw conclusions based on the information.

LEARNING ACTIVITIES

1. Discuss Career Information Sheet.
2. Respond to survey.
3. Tally information in each class.
4. Compile all information.
5. Record and analyze data.
6. Draw conclusions based on compiled information.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in class discussion.
2. Completing and submitting survey to the teacher.
3. Drawing conclusions based on compiled information.
4. Completing Student Attitude Sheet.

Survey

Indicate male or female by placing an X in appropriate blank.

Male _____ Female _____

Answer YES or NO to the following questions:

YES NO

- ____ 1. Do you go to church on Sunday?
If yes, then answer this part.
- (a) Sunday school _____
(b) worship service _____
(c) youth group meeting _____
- ____ 2. Do you watch television on Sunday?
If yes, then answer accordingly.
Indicate the number of hours in each group.
- (a) morning (8:00 a.m.-12:00 a.m.) _____
(b) afternoon (1:00 p.m.-6:00 p.m.) _____
(c) night (6:00 p.m.-11:00 p.m.) _____
- ____ 3. During months of school, do you complete
homework on Sundays?
- ____ 4. Do you participate in recreation with respect
to the following sports on Sunday?
If yes, respond to this section.
- (a) softball _____
(b) basketball _____
(c) swimming _____
(d) tennis _____
(e) other _____

Activity Sheet I

Sociologists are concerned with studying the behavior of people. This activity is designed for a group of students to gather information; record, and analyze the information; and draw conclusions based on the information.

A suggested hypothesis includes the following:

Ninth graders go to church, complete homework, and participate in some recreation of sports on Sundays.

Survey all ninth grade Prevocational Exploration students.

Tally males and females separately so that comparisons can be made.

Tally Sheet				
Number Surveyed: Male _____ Female _____				
YES NO				
Questions	Male	Female	Male	Female
1.				
2.				
3.				
4.				
Total				

What conclusions can be drawn based upon the information collected with respect to the hypothesis stated above?

Name _____

Occupational Cluster

Fine Arts and Humanities - Sociologists

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Participating in class discussion					
Responding to survey					
Tallying information from survey					
Drawing conclusions from data					
Are you now aware of jobs using these skills or activities?	YES	NO			
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments _____

INDUSTRIAL OCCUPATIONS

(Culminating Lesson)

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

OCCUPATIONAL FAMILIES

AND

REPRESENTATIVE JOB TITLES:

Visual Arts

Cartoonist
Floral Designer
Jeweler
Photographers
Teacher, Art

Technical Arts

Calligrapher
Candlemaker
Taxidermist

Literary Arts

Editor, Book
Lexicographer

Performing Arts

Musician,
Instrumental
Singer
Dancer

Humanities

Historian
Museum Technician

OCCUPATIONAL TASK: Reviewing occupational titles

OCCUPATIONAL COMPETENCY: Creating a bulletin board representing Fine Arts and Humanities occupations

RESOURCES and/or MATERIALS

1. Magazines
2. Colored paper
3. Scissors
4. Crayons and markers
5. Stapler and staples
6. Self-Inventory

336

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize occupations in the Fine Arts and Humanities cluster.
2. Identify possible places of employment.
3. Determine your interests in Fine Arts and Humanities occupations.

LEARNING ACTIVITIES

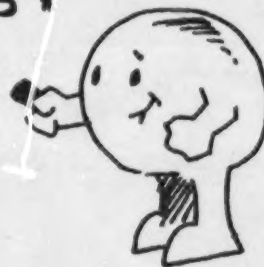
1. Discuss and list the occupations studied in this cluster.
2. Discuss possible employment opportunities in your area.
3. Cut pictures representing Fine Arts and Humanities occupations from magazines.
4. Create a bulletin board display representing occupations in this cluster.
5. Complete the Self-Inventory.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in creating bulletin board.
2. Completing the Self-Inventory.

**CARTOONIST
HISTORIAN
JEWELER
SINGER**



Self-Inventory

Listed below are characteristics which may be useful to persons interested in Fine Arts and Humanities occupations. Place a check on the blank in front of each characteristic which applies to you.

- | | |
|--|--|
| ☐ Artistic | ☐ Progressive |
| ☐ Energetic | ☐ Adventurous |
| ☐ Careful | ☐ Dedicated |
| ☐ Understanding | ☐ Productive |
| ☐ Perfectionist | ☐ Efficient |
| ☐ Ambitious | ☐ Industrious |
| ☐ Independent | ☐ Expressive |
| ☐ Creative | ☐ Influential |
| ☐ Competent | ☐ Competitive |
| ☐ Motivated | ☐ Reliable |
| ☐ Disciplined | ☐ Eager |
| ☐ Persistent | ☐ Self-directed |
| ☐ Accurate | ☐ Dependable |
| ☐ Clever | ☐ Curious |
| ☐ Original | ☐ Imaginative |
| ☐ Tactful | ☐ Talented |

